DOCUMENT RESUME

ED 047 104 VT 012 358

AUTHOR	Zeller, Frederick A.; And Others
TITLE	Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth. Volume Two.
INSTITUTION	Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C.
PUB DATE	Oct 70
NOTE	161p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Career Choice, *Economic Factors, Educational Status Comparison, Entry Workers, Longitudinal Studies, *Males, Occupational Mobility, Socioeconomic Influences, *Socioeconomic Status, *Student Enrollment, *Youth Employment

ABSTRACT

This progress report summarizes the findings of a second round of interviews with a cohort of young men between 14 and 24 years of age. These 1967 interviews provide data on the magnitude and patterns of changes in educational and employment status during the 12 months following the first round of interviews. The data suggest that family income and other measures of socioeconomic status have a large effect on the decision to remain in school or return after dropping out, especially for the transition from high school to college. During the period between interviews, labor force participation increased substantially, with a moderate reduction in susceptibility to unemployment, measured while holding demand conditions constant. The large number of job changes occurring among the cohort are consistant with previous studies of entry workers. Noting that these shifts diminish with age within the cohort, the study concludes that these early adjustments contribute to employment stability. The first report is available as MP 000 718. Similar studies on other population subsets are available as ED 026 525, ED 039 331, and ED 043 755. (BH)

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CAREER THRESHOLDS:

A longitudinal study of the educational and labor market experience of male youth

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VOLUME TWO
September 1970

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FOREWORD

This volume is a brief progress report on a longitudinal study of the educational and labor market experience of young men. In early 1965, the Center for Human Resource Research, under a contract with the United States Department of Labor, began the planning of longitudinal studies of the labor market experience of four subsets of the United States population: men 45 to 59 years of age, women 30 to 44 years of age, and young men and women 14 to 24 years of age.

Cost considerations dictated limiting the population covered; given that constraint, these four groups were selected for study because each faces special labor market problems that are challenging to policy makers. In the case of the older male group these problems are reflected in a tendency for unemployment, when it occurs, to be of longer-than-average duration and in the fact that average annual incomes of males decline continuously with advancing age beyond the mid-forties. In the case of the older of the two groups of women the special problems are those associated with reentry into the labor force on the part of a great many married women after their children no longer require their continuous presence at home. For the young men and women, of course, the problems are those revolving around the process of occupational choice and include both the preparation for work and the frequently difficult period of accommodation to the labor market when formal schooling has been completed.

While the more-or-less unique problems of each of the subject groups to some extent dictate separate orientations for the four studies, there is, nevertheless, a general conceptual framework and a general set of objectives common to all of them. Each of the four studies views the experience and behavior of individuals in the labor market as resulting from an interaction between the characteristics of the environment and a variety of demographic, economic, social, and attitudinal characteristics of the individual. Each study seeks to identify those characteristics that appear to be most important in explaining variations in several important facets of labor market experience: labor force participation, unemployment experience, and various types of labor mobility. Knowledge of this kind may be expected to make an important contribution to our understanding of the way in which labor markets operate and thus to be useful for the development and implementation of appropriate labor market policies.

For each of the four population groups described above, a national probability sample of the noninstitutional civilian population has been drawn by the Bureau of the Census. Members of each sample are being surveyed periodically for five years. According to present plans, the last round of interviews will occur in 1971 for the two male groups, in

1972 for the older group of women, and in early 1973 for the younger group of women. Reports on the first survey of the young men (*Career Thresholds*, Volume I, 1969), the first and second surveys of the older men (*The Pre-Retirement Years*, Volumes I and II, 1968 and 1970), and the first survey of the older of the two groups of women (*Dual Careers*, Volume I, 1970) have already been published. A report on the first survey of the young girls is expected to be available by the end of this year.

The present report, the second in the series on the young men, summarizes some of the findings of the second round of interviews with that cohort that were conducted in the autumn of 1967. Based exclusively on tabular data, its primary purpose is to describe the magnitude and patterns of change that occurred in the educational and labor market status of the youth during the 12-month period between the first and second surveys. More intensive analyses of the data will be made at a later date, but the unique nature of some of the data already available has argued for its immediate publication.

Both the overall study and the present report are the product of the joint effort of a great many persons, not all of whom are even known to us. The research staff of the Center has enjoyed the continuous expert and friendly collaboration of personnel of the Bureau of the Census, which, under a separate contract with the Department of Labor, is responsible for developing the samples, conducting all of the interviews, processing the data, and preparing the tabulations we have requested.

We are especially indebted to Daniel Levine, Chief of the Demographic Surveys Division for his cooperation and advice; and to Marie Argana, Chief of the Longitudinal Surveys Branch, who has been intimately involved in and has made substantial contributions to the project from its inception. We wish also to acknowledge our indebtedness to Rex Pullin and his staff of the Field Division, who were responsible for the collection of the data; to David Lipscomb and his staff of the Systems Division for editing and coding the interview schedules; and to Robert Bartram, Richard Bartlett, Robert Goodson, and their associates for the computer work.

The advice and counsel of many persons in the Department of Labor have been very helpful to us both in designing the study and in interpreting its findings. Without in any way implicating them in whatever deficiencies may exist in this report, we wish to acknowledge especially the continuous interest and support of Howard Rosen, Director of the Office of Research and Development and the valuable advice provided by Stuart Garfinkle and Jacob Schiffman, who, as our principal contacts in the Office of Research and Development, have worked closely with us from the outset.

The authors wish to acknowledge the valuable contribution of other members of the Center's staff. They are particularly indebted to Ronald Schmidt who commented on earlier drafts of a number of chapters and who was responsible for a substantial portion of the analysis in Chapter 2, and to Roger Roderick who prepared the concluding observations. Special mention is also due Ellen Mumma and Betsy Schmidt, who were responsible for preparing the tables and checking the manuscript in addition to maintaining the necessary liaison with the Census Bureau, and Dortha Gilbert who typed the several versions of text and tables.

The Ohio State University	Herbert S. Parnes
September 1970	Project Director

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CHAPTER ONE*

CHANGES IN SCHOOL ENROLLMENT STATUS

I INTRODUCTION

How much change occurs during the course of a year in the educational and labor market status of young men? To what extent do they leave or return to school, move into or out of employment, change jobs, and modify their educational goals? How do the youths who make these changes differ from those who do not? This report is addressed to questions such as these.

In the autumn of 1966, interviews were conducted with a national probability sample of about 5,000 young men in the civilian, noninstitutional population who were then between 14 and 24 years of age--the initial stage of a five-year longitudinal study of the cohort.[1] The results of that survey, designed to set the stage for the longitudinal analysis to follow, have been reported in the first volume of this series.[2] The second round of interviews with the same young men was carried out 12 months after the first--in the fall of 1967. Of the 5,234 members of the sample interviewed in 1966, only 433 (8.4 percent) were not reinterviewed in 1967. The attrition was this high only because of a decision to forego interviewing men entering the armed services until such time as they return to civilian life. Actually the noninterview rate attributable to refusals and inability to locate respondents was only 3.1 percent of the original sample. The extent to which these rates varied according to certain economic and social characteristics of the respondents in the original sample is shown in Appendix Table A-1.

The present document, based on the first and second interviews, is intended simply as a progress report on the longitudinal study. Its purpose is to describe the magnitude and the patterns of change that have occurred during the one-year period in the school activities, the plans, and the labor market status of members of the sample and in certain other characteristics that have an important effect on these dimensions of behavior.

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* This chapter was written by Jack A. Meyer.

[1] For a description of the sample design, see Appendix C.

[2] Herbert S. Parnes, Robert C. Miljus, Ruth S. Spitz, and Associates, Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth 14 to 24 Years of Age, Vol. I (Columbus: The Ohio State University, Center for Human Resource Research, 1969). This volume henceforth will be referred to as Career Thresholds, Vol. I.

The remainder of this chapter deals with various movements into and out of the formal school system and between levels of that system (e.g., high school to college) and examines several important correlates of school enrollment in the two years. Chapter 2 describes the changes in labor force and employment status between the two surveys and explores in particular their relation to changes in school enrollment and marital status. Chapter 3 continues the analysis of mobility with an examination of movement among employers, occupations, and geographic areas. Chapter 4 considers changes that occurred between 1966 and 1967 in the educational aspirations of high school students and relates these to several variables which generally are believed to condition school achievement goals. Finally, Chapter 5 summarizes the major findings and discusses possible policy implications.

II COMPARATIVE SCHOOL ENROLLMENT STATUS

For a variety of reasons--including public concern for ways of reducing poverty and youth unemployment--understanding why some youngsters stay in school while others do not is an important topic for inquiry.

Conceptual Framework

School attendance is affected by a wide variety of factors which often interact with each other in complex ways. While this interaction impedes identification of clear causal relationships, it is still useful to specify the variables which are expected to have independent effects on dropping out of and returning to school. Past research and *a priori* reasoning suggest that school enrollment is affected by the following factors: a young man's socioeconomic background and the income of his family; his expectations, aspirations, and abilities; the nature of the educational environment available to him; and the availability of attractive alternative uses of time, such as gainful employment.[3]

It should be expected that educational attainment is positively related to socioeconomic status, to educational goals, expectations and abilities, and to the quality of educational services available. However, it is somewhat less clear what relationship to expect between year-to-year changes in educational attainment and alternative uses of time. Does an abundance of remunerative employment opportunities lure young people out of school? Or, do such opportunities make possible part-time, weekend, and vacation work and thus enable lower-class youths who otherwise might drop out to remain in school?[4] Over the course of the longitudinal study, we hope to provide answers to questions such as these. In the remainder of this section we examine the magnitude of dropping out of and returning to school along with several important correlates of such change.

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[3] Although not available in time for the analysis reported here, a special 1968 school survey has generated intelligence and achievement test scores for the respondents and estimates of the quality of the high schools they attended. These data will be used in a forthcoming special report and in later regular reports.

School Dropout and Retention Rates

Considering only those who remained in the sample from one year to the next, high school dropout rates for white and black[5] youngsters in the one-year period were 5 and 7 percent, respectively.[6] In absolute terms, this amounts to about 303,000 white and 66,000 black high school dropouts. These numbers would almost certainly have been larger, and the difference between white and black youth wider, had we been able to reinterview in 1967 all of the respondents who were interviewed in 1966.[7]

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[4] Empirical evidence supports the former hypothesis; see William G. Bowen and T. Aldrich Finegan, The Economics of Labor Force Participation (Princeton, New Jersey: Princeton University Press, 1969), pp. 445-51.

[5] At the expense of some accuracy, we are using the term"black" throughout this report to refer to the group now referred to in U. S. Government reports as "Negro and other races." In official data on the United States labor force, this category includes such groups as Indians, Chinese, and Japanese, as well as Negroes. However, since Negroes constitute over 90 percent of the total category, their characteristics are, by and large, the characteristics of the total; and it is generally understood that data on "Negro and other races" are descriptive of Negroes, but not, for example, of Chinese-Americans. Our data are classified into the two color groups in the same way as the official data, but the interpretations that would in any case be drawn are made more explicit by referring in tables, as well as in the text, to all those who are not Caucasian as "blacks."

[6] These rates, unadjusted for attrition from the sample, are based on the number of young men in grades 9 through 12 at the time of the first survey.

[7] The dropout rates presented here doubtless underestimate the rates that would emerge if we had interviewed everyone in 1967. Of the high school students who left the sample, 14 percent of the whites and 24 percent of the blacks were enrolled in grades 9 to 11 in 1966 and left the sample by virtue of joining the armed services. With rare exceptions, these men must have dropped out of high school. There is reason to believe that young men who were unavailable to be reinterviewed had a higher dropout rate from high school than those who were reinterviewed. However, assuming that those who were enrolled in grades 9 to 11 in 1966 and joined the armed services dropped out of high school, and that those who were unavailable for reinterview dropped out at the same rate as those who were interviewed in 1967, the high school dropout rates for whites and blacks become 5.7 percent and 8.5 percent, respectively. For the same reason, attrition biases our estimates of other dropout and matriculation rates. However, since the attrition rates are small, these biases are not great.

In part the higher dropout rates of black youth are attributable to differences between blacks and whites in socioeconomic status, a matter that will be discussed more fully below. An additional explanation, however, is that black youth tend to be older than white youth for a given grade in school, and dropout rates are positively correlated with age.[8]

Several other patterns of change in school enrollment are worth describing, yet it should be kept in mind that the exclusion from the data of those who entered the armed forces between the two survey dates results in an understatement of national dropout rates and an overstatement of retention rates. Considering only those twelfth graders in 1966 who were reinterviewed in 1967, 64 percent of the whites but only 38 percent of the blacks were enrolled in school at the time of the second survey. While a few were repeating the twelfth grade, the vast majority of these men were in college.

At the same time, of young men enrolled in college in 1966 and interviewed in both years, 15 percent of the whites (424 thousand) and 12 percent of the blacks (20 thousand) left college without receiving a bachelor's or higher degree.[9] However, about two-thirds of the young men who dropped out of college between the two surveys expect to return to college in the future. Roughly three-fourths of these say they will do so either this year or next, while one-fourth report indefinite plans.

Of those young men interviewed in both years who were not enrolled in school in 1966, about 5 percent of the whites (approximately one quarter of a million) and 3 percent of the blacks (about 23,000) were in school at the time of the 1967 survey. One-fourth of the whites returned to high school and three-fourths entered college, while about three-tenths of the blacks returned to high school and seven-tenths entered college. In both color groups, approximately one in ten of those who returned to school were college graduates pursuing graduate work.[10]

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[8] See Parnes, _et al._, _Career Thresholds_, Vol. I, p. 22.

[9] While we do not know the exact number, undoubtedly some of these young men left college upon completion of less-than-baccalaureate programs.

[10] Since most of the returnees entered college, it is hardly surprising to find that about three-fifths of them were 21 to 25 years old in 1967. One-fifth were 19 to 20 years of age, while the remaining fifth were 15 to 18 years of age.

Correlates of Dropping out of, Staying in, and Returning to School

Dropping out of high school   As expected, high school dropouts[11] tend to come from families of lower socioeconomic status than the families of those who remain in school (Table 1.1).[12] While we do not know at this time what the independent effects of each factor may be, it is clear that dropping out of school is associated with low family income, being reared in broken homes, having a father with less than a high school diploma, possessing meager information about occupations[13] (at least for whites), and having poor access to newspapers, magazines, and libraries.[14]

Controlling for these variables has a considerable effect on the intercolor difference in dropout rates (Table 1.1). Specifically, in families with incomes less than $6,000, a larger proportion of blacks than of whites remained in school, while the opposite is true of young

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[11] Because of the way in which the data were tabulated, "dropouts" are defined differently here than in the previous section in which total high school dropout rates were calculated. Specifically, in this section, dropouts do not include youth who were in the twelfth grade in 1966 but who left school without graduating. On the other hand, the data include a small number of young men who were enrolled in grades six through eight in 1966 and dropped out of school.

[12] The research on the relationship between socioeconomic status and leaving school before graduation typically has produced this conclusion. See, for example, the following: Forrest A. Bogan and Vera C. Perrella, "Out of School Youth, February 1963," Monthly Labor Review (November 1964), pp. 1260-68; Robert E. Herriott, Charles B. Nam, and A. Lewis Rhodes, "School Retention by Race, Religion, and Socioeconomic Status," The Journal of Human Resources (Spring, 1968), pp. 171-90; and Lucius F. Cervantes, The Dropout: Causes and Cures (Ann Arbor: The University of Michigan Press, 1965).

[13] The occupational information test used to measure knowledge of the world of work consists of three components: (1) describing the duties of 10 occupations; (2) knowing the amount of educational attainment typically achieved by men in these occupations; and (3) comparing average annual earnings for each of eight pairs of occupations. A composite score, based on all three components, was computed for each respondent and has a range of 0 to 56. Respondents were classified into three categories: low (0-20), medium (21-37), and high (38-56). Composite scores are used in this report.

[14] The variable which we have labeled "exposure to reading materials at age 14" identifies whether the family of the respondent, when he was 14 years old, had a library card and received newspapers and/or magazines in the home.

Table 1.1 Proportion Enrolled in School in 1967, by Selected Characteristics: Respondents Enrolled in Grades 6 through 11 in 1966

Characteristic	WHITES		BLACKS	
	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967
Highest year of school completed by father(a)				
11 years or less	1,631	91	290	91
12 years or more	1,989	98	104	94
Total or average	3,691	95	436	92
Exposure to reading materials at age 14				
Had newspapers, magazines, library card	2,689	96	205	96
Lacked any 1	1,015	92	181	93
Lacked any 2 or 3	471	85	315	86
Total or average	4,182	94	703	91
Living arrangement at age 14				
Father and mother	3,538	95	414	92
Mother only	282	86	162	86
Other	345	88	127	90
Total or average	4,182	94	703	91
Occupational information score				
Low	1,450	91	473	89
Medium	1,992	95	197	94
High	740	95	32	88
Total or average	4,182	94	703	91
1966 family income(b)				
Less than $3,000	230	83	212	90
$3,000-$5,999	694	91	246	92
$6,000 or more	3,038	96	204	93
Total or average	3,960	94	661	92

(a) Includes only respondents living with father during survey week and/or at age 14.
(b) Includes only respondents living with family members other than wife.

NOTE: For general notes on interpretation of tables see Appendix A.

men in families with higher incomes. Of course, the median family income of whites in the category "$6,000 or more" is undoubtedly much higher than it is for blacks. Hence, this latter difference is attributable, at least in part, to the crudeness of the income categories. This same classification problem interferes with interpretation of the relationship between the probability of remaining in high school and father's education. Black men with fathers in the category of 11 or fewer years of education are probably less well educated than their white counterparts. Therefore, it is especially noteworthy that the same proportion (91 percent) of both white and black youth with fathers in that educational attainment category remained in school between 1966 and 1967. Thus, the higher overall rate of dropout among black youngsters is in large measure attributable to their poorer position in the socioeconomic hierarchy. Controlling for various measures of socioeconomic status, black youth frequently are at least as likely as their white counterparts to remain in high school.

Transition from high school to college At the end of 12 years of schooling there is a sharp break in retention within the formal system of education. Of the young men interviewed in both years who were high school seniors in 1966, only 64 percent of the whites and 38 percent of the blacks were in school at the time of the second interview (Table 1.2).[15] Furthermore, the systematic relationship between movement to college and various measures of family background, income, and knowledge is much stronger in this instance than in the case of dropping out of high school. While the number of sample cases is often too small to permit confident estimates for youth in certain categories, transition from high school to college bears a strong positive correlation to father's education, exposure to reading materials at age 14, occupational information score, and (at least in the case of whites) family income. As stated previously, there is considerable intercorrelation among these variables; we shall be interested in exploring at some future time whether occupational information and access in the home to reading material have independent influences on going on to college.

Finally, it is clear that the intercolor difference in the probability of going to college is far greater than the difference in the probability of remaining in high school. What is more important, whereas the latter difference, as has been noted, is frequently eliminated or even reversed when socioeconomic status is controlled, this is by no means true of the black-white difference in the rate of movement from high school to college. While the overall difference tends to be somewhat reduced within socioeconomic categories, it remains true that in every category of Table 1.2 in which there are sufficient sample cases for reliable estimates, far smaller proportions of blacks than of whites moved from high school to college.

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[15] While a small proportion may have been repeating their senior year, most were in their first year of college in 1967. Although not precise, we refer to these proportions as transition rates from high school to college. The "true" rates would be smaller for the reason just given and because of temporary attrition from the sample of men who entered military service between 1966 and 1967.

Table 1.2 Proportion Enrolled in College[(a)] in 1967, by Selected Characteristics: Respondents Enrolled in Grade 12 in 1966

Characteristic	WHITES		BLACKS	
	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967
Highest year of school completed by father[(b)]				
11 years or less	465	44	59	32
12 years or more	557	79	20	60
Total or average	1,051	63	86	38
Exposure to reading materials at age 14				
Had newspapers, magazines, library card	832	71	50	50
Lacked any 1	302	49	40	38
Lacked any 2 or 3	45	40	46	24
Total or average	1,177	64	138	38
Living arrangement at age 14				
Father and mother	1,057	64	82	40
Mother only	53	77	31	45
Other	63	62	24	21
Total or average	1,177	64	138	38
Occupational information score				
Low	137	53	50	12
Medium	586	61	58	47
High	454	72	28	64
Total or average	1,177	64	138	38
1966 family income[(c)]				
Less than $3,000	39	31	33	15
$3,000-5,999	152	44	56	57
$6,000 or more	867	70	35	37
Total or average	1,060	65	124	40

(a) Includes a small number of students repeating their senior year of high school.
(b) Includes only respondents living with father in survey week and/or at age 14.
(c) Includes only respondents living with family members other than wife.

The likelihood of a youth's going to college might be expected to be influenced by the possibility of his attending one without incurring the expense of living away from home. We hypothesized, therefore, that rates of transition from high school to college would be higher among young men residing in counties (or SMSA's) containing colleges (Table 1.3). In the case of white youth there may indeed be such a relationship. Of those living in a college community 66 percent of the 1966 high school seniors went on to college in 1967, compared with 62 percent of the youth who did not live in such close proximity to college. This difference, however, is not very large and may very well not be statistically significant. Moreover, there has been no control for several variables such as family income, which we have reason to believe are intercorrelated with proximity to college. In the case of black youth, the number of sample cases residing in areas that do not contain colleges is too small for reliable analysis.

Table 1.3 Proportion Enrolled in College in 1967,(a) by Presence of College(b) in County or SMSA and Color: Respondents Enrolled in Grade 12 in 1966

Presence of college in 1967 local labor market	WHITES		BLACKS	
	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967
Present	875	66	119	36
Not present	279	62	16	50
Total or average	1,177	64	138	38

(a) Includes a small number of students repeating senior year of high school.

(b) Includes two-year as well as four-year colleges.

Returning to school With respect to the characteristics of those youth who returned to school in 1967, once again most measures of socioeconomic status confirm the expectation that returnees tend to come from families with higher socioeconomic status than the families of those who remained nonstudents (Table 1.4).

Compared to the nonstudents, those who returned to school were more likely to have fathers who completed 12 or more years of school, to have been living with both parents at age 14, to have had magazines, newspapers,

Table 1.4 Proportion Enrolled in School in 1967, by Selected Characteristics: Respondents Not Enrolled in School in 1966

Characteristic	WHITES		BLACKS	
	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967	Total number enrolled in 1966 (thousands)	Percent enrolled in 1967
Highest year of school completed by father(a)				
11 years or less	2,407	4	322	2
12 years of more	1,258	8	62	18
Total or average	3,864	6	480	4
Exposure to reading materials at age 14				
Had newspapers, magazines, library card	2,291	6	224	6
Lacked any 1	1,539	6	235	1
Lacked any 2 or 3	967	2	365	2
Total or average	4,801	5	832	3
Living arrangement at age 14				
Father and mother	3,952	6	469	4
Mother only	405	1	199	2
Other	439	3	161	1
Total or average	4,801	5	832	3
Occupational information score				
Low	814	5	414	1
Medium	1,785	5	295	3
High	2,203	6	123	6
Total or average	4,801	5	832	3
1966 family income(b)				
Less than $6,000	391	4	282	2
$6,000-9,999	595	5	113	6
$10,000 or more	792	10	79	4
Total or average	1,780	7	475	4

(a) Includes only respondents living with father during survey week and/or at age 14.
(b) Includes only respondents living with family members other than wife.

and library cards in their homes at age 14, to be relatively knowledgeable about the world of work, and to belong to families with high income in 1966 (whites only). Once again, proportionately more out-of-school white than black men 14 to 24 years of age in 1966 returned to school--5 compared to 3 percent.

III SUMMARY

While almost a tenth of the youth in the 1966 sample were not reinterviewed in 1967 (8.2 and 10.0 percent of the whites and blacks, respectively), the principal reason was entry into the armed services. Only 3.1 percent of the respondents (2.8 percent of the whites and 5.3 percent of the blacks) were not interviewed because of their refusal to see the interviewer or their inability to be located. Thus, the most serious bias resulting from failure to reinterview in the second year is related to the entrance of youngsters in their late teens to the military services. Specifically, school dropout rates reported on the basis of 1966 and 1967 data are understated, and transition probabilities from high school to college undoubtedly are overstated. These biases, however, are not substantial.

Of young men in grades 9 through 12 in 1966 who were reinterviewed a year later and who had not completed high school, 5 percent of the whites and 7 percent of the blacks had dropped out of school. The higher rate for blacks was not unexpected. For one thing, a larger proportion of blacks than whites are over age for their grade level in school and age is positively correlated with leaving school. Moreover, a much larger proportion of blacks than whites are members of low-income families, far down on the ladder of socioeconomic status, and socioeconomic status bears a strong inverse relation with dropout rates. It is noteworthy that when controls are introduced for socioeconomic status there are several categories in which blacks were no more likely than whites (and, in some cases slightly less likely) to drop out of school.

Differences by color are much more striking when considering the transition from high school to college. The proportion of white youth who moved from twelfth grade in 1966 to college in 1967 was about two-thirds, compared with only about two-fifths of the black youth. Moreover, the relationship between entrance to college and the several measures of socioeconomic status is more pronounced than in the case of dropping out of high school. Finally, unlike the situation in the case of high school dropout rates, intercolor differences in transition rates from high school to college remain pronounced even when socioeconomic status is controlled.

The numbers of youth who returned to school between the first and second surveys were relatively small--5 percent of the whites and 3 percent of the blacks. Not only is this intercolor difference consistent with that noted in the case of dropout and high school-to-college transition rates, but also measures of socioeconomic status tend to be related to this variable in the same way as to the others.

CHAPTER TWO

CHANGES IN LABOR FORCE AND EMPLOYMENT STATUS

I INTRODUCTION

The persistence of high rates of unemployment among youth, particularly teenagers, has generated great concern with problems of adjustment of youngsters to the labor market. The longitudinal design of this study permits a careful analysis of this adjustment process, a preliminary stage of which is covered in the present chapter. Based on data provided in the first and second interviews, the chapter describes the changes that occurred in the labor force participation and unemployment experiences of our cohort of young men between 1966 and 1967. Not only did the young men "age" a year, but there were concomitant changes for many of them in school enrollment and in marital status. Moreover, some variation in overall labor market conditions occurred during the period.

We begin the analysis in the next section with a description of the gross change in labor market status experienced by the young men in the sample between the first two interviews. This is compared with cross-sectional data yielded by the Current Population Survey for the same two points in time in order to assess the extent to which the observed longitudinal changes might have resulted from changes in the economic climate between the two survey dates. In the following two sections, the impact on labor market status of changes in school enrollment status and marital status is examined.

Before turning to an analysis of the data a word or two should be said about the measures of labor force participation and unemployment used in this chapter. In addition to conventional labor force participation and unemployment rates in the survey week, we use the average (mean) number of weeks in the labor force and average number of weeks unemployed during the 12-month period preceding each survey. While mean number of weeks in the labor force for a given group of individuals is conceptually analogous to their labor force participation rate in a given week, the same relationship does not exist between mean number of weeks unemployed and the unemployment rate, since the unemployment rate uses as its base only those persons in the labor force, but mean number of weeks of unemployment is calculated on the basis of all respondents. From some points of view, it is more appropriate to ask what proportion of weeks in the labor force were spent in unemployment. Such a measure is included in some of the tables. Finally, in the first table in the chapter we have shown a fourth measure of unemployment: weeks unemployed in 1967 per individual who experienced one or more weeks of unemployment in that year. This measure of average duration provides some insight into the character of the unemployment experienced.

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II CORRELATES OF CHANGE

Age

Substantial increases in intensity of labor market activity occurred among the young men between the dates of the first two surveys. The longitudinal data reveal that participation rates for whites and blacks were respectively 5.6 and 7.2 percentage points higher in 1967 than in 1966 (Table 2.1). All three age categories experienced increases, but the most dramatic shift occurred among youngsters who were 15 to 18 years old in 1967. Among whites, the average number of weeks in the labor force during the 12-month period preceding the 1967 interview was 3.2 weeks greater than the average reported the year before. For blacks, the means for the two years reflect an increase in the second year of nearly one month (3.6 weeks).

Variation in the measures of unemployment is not nearly so consistent as the pattern of change in participation rates and mean weeks in the labor force. Among whites, survey week unemployment rates (7.0 percent in both years) and mean weeks unemployed (2.5 in 1966 and 2.6 in 1967) demonstrate relative stability in unemployment experience for the total cohort, but there were important differences across age categories. In the face of a 2.7 percentage point decline in the rate between 1966 and 1967 for youth 19 to 20 years of age, slight increases took place in the youngest and oldest age groups. On the other hand, while the survey week rate increased between the interview dates for the group most susceptible to unemployment--that is, youngsters 15 to 18 years old--there was a sharp decline in the percentage of weeks in the labor force that were spent in unemployment--14.5 percent of weeks in the 12 months prior to the 1966 interview, compared to 7.8 percent in the following 12 months. The reason for this substantial difference between the behavior of the current unemployment rate and the rate over the 12-month period is not clear.

In the case of black youth in the sample, with the exception of those 19 to 20 years old, survey week unemployment rates increased between 1966 and 1967 (Table 2.1). Black youngsters 15 to 18 years of age experienced a change similar to that experienced by their white counterparts. That is, while the survey week rate rose, the proportion of weeks in the labor force spent in unemployment dropped significantly, from 20.4 percent in 1966 to 11.9 percent in 1967. Blacks in the two older age categories apparently experienced somewhat more unemployment relative to whites in the second year than in the first--at least this is indicated by year-to-year variation in the survey week unemployment rate, in mean weeks unemployed, and in the average number of weeks unemployed for those who experienced some unemployment.

The increase in labor supply and the change in unemployment experience over the one-year period, although substantial, are certainly not surprising. The results of several demographic surveys, including

Table 2.1 Selected Measures of Labor Force Participation and Unemployment in 1966 and 1967, by Age in 1967 and Color: Respondents 15 to 25 Years of Age

Measure of labor force participation and unemployment	WHITES				BLACKS			
	15-18	19-20	21-25	Total or average	15-18	19-20	21-25	Total or average
Total number (thousands)	5,907	2,320	4,666	12,893	939	257	641	1,837
Labor force participation								
1966 participation rate	50.0	72.2	88.7	68.0	50.7	73.1	92.2	68.3
1967 participation rate	58.5	73.8	92.5	73.6	59.9	81.0	96.2	75.5
Change in rate (1967 minus 1966)	+8.5	+1.6	+3.8	+5.6	+9.2	+7.9	+4.0	+7.2
1966 mean weeks in labor force	23.4	35.2	44.3	33.1	20.6	36.1	43.4	30.7
1967 mean weeks in labor force	26.8	36.6	45.5	36.3	24.4	38.0	47.4	34.3
Change in mean weeks (1967 minus 1966)	+3.4	+1.4	+1.2	+3.2	+3.8	+1.9	+4.0	+3.6
Unemployment								
1966 unemployment rate	13.4	7.6	2.0	7.0	19.5	11.3	3.1	9.1
1967 unemployment rate	13.8	4.9	2.2	7.0	22.9	11.3	4.9	13.1
Change in rate (1967 minus 1966)	+0.4	-2.7	+0.2	0.0	+3.4	0.0	+1.8	+4.0
1966 mean weeks unemployed	3.4	3.4	1.1	2.5	4.2	2.5	1.0	2.9
1967 mean weeks unemployed	2.1	1.4	1.2	2.6	2.9	4.3	2.0	2.8
Change in mean weeks (1967 minus 1966)	-1.3	-2.0	+0.1	+0.1	-1.3	+1.8	+1.0	-0.1
1966 weeks unemployed as percent of weeks in labor force	14.5	9.7	2.5	7.6	20.4	6.9	2.3	9.4
1967 weeks unemployed as percent of weeks in labor force	7.8	3.8	2.6	7.2	11.9	11.3	4.2	8.2
Change in percent (1967 minus 1966)	-6.7	-5.9	+0.1	-0.4	-8.5	+4.4	+1.9	-1.2
1967 weeks unemployment per individual with some unemployment	9.8	6.4	7.4	8.2	9.6	8.5	8.5	9.1

the initial survey of this same sample of young men,[1] firmly establish that age is strongly associated with labor force participation and unemployment among young men in their teens and early twenties. The patterns of change that have been observed between the two survey dates provide a clear manifestation of an "age effect," whether it be the result of leaving school, becoming eligible for additional jobs under child labor laws, or acquiring additional knowledge, experience, and maturity. For example, the observation that 15 to 18 year old boys experienced the largest increases in participation rates is consistent with the finding that in 1966 the rate at which participation rates increased with age was greatest among boys 14 to 17 years old. In 1966, the difference in participation rates between 14 to 15 and 16 to 17 year old boys was larger than the difference between any other consecutive age categories (Table 2.2). In addition, the longitudinal observation that 19 to 20 year old men experienced the largest decrease (or smallest increase) in unemployment rates is consistent with the cross-sectional data in Table 2.2 which show that in 1966 the continuous decline of unemployment rates with age was most precipitous between the groups 18 to 19 and 20 to 21 years of age.

Table 2.2 Labor Force Participation and Unemployment Rates in 1966, by Age in 1966: Respondents 14-24 Years of Age in 1966 Survey

Age in 1966	Total number (thousands)	Labor force participation rate	Total number in labor force in 1966 (thousands)	Unemployment rate in 1966
14-15	3,697	42	1,560	15.6
16-17	3,584	61	2,198	13.1
18-19	3,054	74	2,253	8.6
20-21	2,301	82	1,894	3.2
22-24	3,451	93	3,201	1.6
Total or average	16,087	69	11,107	7.5

Change in Labor Market Conditions, 1966-1967

However, before attributing the observed changes in labor market activity between 1966 and 1967 primarily to an "aging" of the sample by one year, it is necessary to inquire to what extent they may merely reflect changes in general economic conditions between the two years. Since interviews were conducted in October and November of each year, it is possible to compare the experiences of respondents in the National Longitudinal Surveys (LGS) at two points in time with cross-sectional data on roughly comparable age groups collected as part of the Current Population Survey (CPS). An examination of the results of the CPS surveys for October 1966 and October 1967 reveals that among both blacks and whites participation rates and unemployment rates were higher in the latter year (Table 2.3). However, the data also show substantial differences in the pattern of change between students and nonstudents. While the participation rates of students increased, those of nonstudents decreased; and increases in unemployment rates were greater among students than nonstudents. The data also show that increases in unemployment were particularly noticeable among blacks.

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[1] Parnes, *et al.*, *Career Thresholds*, Vol. I, Chapter 3.

In any case, the CPS data indicate that the impact of changes in labor market conditions on participation can account for only a small fraction of the total longitudinal change. For whites, CPS rates increased by 0.8 percentage points while the observed longitudinal increase was 5.6 percentage points. Among blacks the increases were 1.4 and 7.2 percentage points, respectively. Among the youngest cohort in each sample the difference between longitudinal change and that reflected by the CPS was even more substantial (Appendix Table A-2). For whites 15 to 18 years old the observed longitudinal change was 8.5 percentage points whereas the CPS rate for white youth 14 to 17 years old increased by only about 1 percentage point. Among blacks in these age categories the longitudinal increase amounted to 9.2 percentage points whereas the CPS change was 3 points.

The almost universal increases in unemployment evidenced by the CPS data imply that if unemployment decreases as a result of aging the full effect of this phenomenon may not be apparent in the longitudinal data. The fact is that the longitudinal data are more likely to show decreases in unemployment or to show increases of a much smaller magnitude than the CPS data reflect. We conclude, therefore, that the changes in labor market status measured by the longitudinal study between the 1966 and 1967 surveys are not likely in any substantial degree to be simply a reflection of changes in the economic climate between the two dates. Rather, they reflect changes in the characteristics of the respondents that affect their employment prospects.[2]

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[2] In the first report, Career Thresholds, Vol. I, Appendix E, pp. 229-41, it was shown that estimates of labor force participation and unemployment rates derived from LGS differed substantially from CPS estimates. Somewhat different questions and probes, definitions, and timing were implicated in the 1966 discrepancy. On the other hand, by October 1967, the CPS definitions had been modified and were identical to those used in the LGS, and possible "first interview" bias presumably either no longer existed or should have been considerably reduced (Ibid., p. 231 and n.4). Thus, it is of more than passing interest to note that many of the same CPS-LGS differences by age and color in 1966 continued to hold in 1967 (Appendix Table A-3). While there are slight age differences and while attrition from the LGS may have biased the estimates somewhat, there is now stronger evidence that labor force participation rates from the two sources are related to first-hand versus second-hand responses. In the CPS, one family member (usually the housewife) generally answers for everyone; in the LGS, each respondent answers for himself.

Table 2.3 Labor Force Participation Rate and Unemployment Rate According to Current Population Survey of Men 14 to 24 Years of Age in the Civilian Noninstitutional Population, by School Enrollment Status and Color, October 1966 and October 1967

Statistic	Enrolled in school			Not enrolled in school			Total or average		
	October 1966	October 1967	1967 minus 1966	October 1966	October 1967	1967 minus 1966	October 1966	October 1967	1967 minus 1966
	WHITES								
Population (thousands)	9,118	9,224	--	4,907	5,020	--	14,025	14,244	--
Labor force participation rate	33.0	34.6	+1.6	94.3	93.2	-1.1	54.5	55.3	0.8
Unemployment rate	6.4	9.3	+2.9	4.8	5.3	0.5	5.4	6.9	+1.5
	NEGRO AND OTHER RACES								
Population (thousands)	1,160	1,247	--	874	869	--	2,034	2,116	--
Labor force participation rate	22.8	28.1	+5.3	90.3	89.1	-1.2	51.8	53.2	+1.4
Unemployment rate	15.2	27.9	+12.7	7.9	11.6	+3.7	9.7	16.7	+7.0

(a) Source: Appendix Table A-2.

Comparative School Enrollment Status

Since school attendance absorbs both time and energy, changes in school enrollment status should have a major bearing on labor force participation. The longitudinal data support this expectation. The largest increases in survey week participation rates occurred among both white and black youth who left school between the two surveys (Table 2.4). Moreover, with the exception of those who were 15 to 18 years of age in 1967 and of blacks who were 19 to 20 years old, youngsters who left school experienced the greatest increase in mean weeks in the labor force during the 12 months preceding each survey. These exceptions, incidentally, are important, for they manifest an apparent "age effect" on participation separate from the influence of school enrollment. Indeed, the fact that with rare exceptions participation rates and average weeks in the labor force rose for all categories of the total cohort between 1966 and 1967 suggests that maturation itself makes a difference in the gainful activities of male youth.

While substantially increased participation in the labor force is to be expected when young men leave school, it is not clear whether to expect an accompanying increase or decrease in unemployment. On the one hand, the youth who is no longer in school generally has fewer constraints upon his availability for work. Moreover, tight labor market conditions induce some youngsters to leave school. On the other hand, employment problems are frequently encountered by those just entering the labor force. The data indicate that the influence of the latter phenomenon on overall unemployment is outweighed by other factors (Table 2.5). In every instance where there are sufficient sample cases to warrant a reasonably confident inference, leaving school between the surveys is associated with a substantial decline in unemployment. To illustrate, among boys 15 to 18 years old in 1967, survey week unemployment rates declined between 1966 and 1967 from 24.1 to 11.8 percent for blacks and from 12.5 to 7.1 percent for whites. Thus, however severe the problems of transition from school to work, it is interesting that the likelihood of finding a job for those who want it is greater once the youth has left school than while he is still enrolled.

It is interesting to inquire whether there is any relationship between a high school student's employment experience and his prospects for employment upon leaving school. By classifying the respondents who left school between the two surveys according to their labor force status in 1966, it is possible to shed some light on this question. Looking only at the school leavers who were nonmarried in both years, the longitudinal data indicate quite dramatically the importance of earlier labor force experience (Table 2.6). Of the white youngsters 15 to 18 years of age who were outside the labor force in 1966 fully 15.6 percent were unemployed at the time of the second survey, in contrast with only 3.1 percent of those who were in the labor force at the time of the first interview when they were still students. Unemployment rates among blacks the same age were somewhat higher than among whites, but basically the same relationship is evident.

Table 2.4 Selected Measures of Labor Force Participation, 1966 and 1967, by Age in 1967, Comparative School Enrollment Status 1966 and 1967, and Color: Respondents 15 to 25 Years of Age

Age in 1967 and comparative school enrollment 1966 and 1967	Total number (thousands)	Survey week participation rate			Mean weeks in labor force		
		1966	1967	1967 minus 1966	1966	1967	1967 minus 1966
	WHITES						
15 to 18 years							
In school both years	4,840	44.9	52.3	+7.4	21.7	24.2	+2.5
In school 1966, out 1967	618	63.4	87.0	+23.6	29.7	35.7	+6.0
Out of school both years	404	86.1	87.6	+1.5	33.3	43.3	+10.0
Total or average(a)	5,903	49.9	58.6	+8.7	23.5	26.8	+3.3
19 to 20 years							
In school both years	1,125	54.3	56.2	+1.9	28.8	28.8	0.0
In school 1966, out 1967	261	70.5	87.7	+17.2	35.2	39.3	+4.1
Out of school both years	882	93.6	92.5	-1.1	42.9	45.4	+2.5
Total or average(a)	2,321	72.2	73.8	+1.6	35.2	36.6	+1.4
21 to 25 years							
In school both years	828	58.3	65.7	+7.4	32.9	31.1	-1.8
In school 1966, out 1967	420	70.5	98.0	+27.5	36.8	39.8	+3.0
Out of school both years	3,256	98.3	98.6	+0.3	48.1	49.7	+1.6
Total or average(a)	4,661	88.8	92.5	+3.7	44.3	45.5	+1.2
	BLACKS						
15 to 18 years							
In school both years	696	42.4	50.1	+7.7	18.6	21.0	+2.4
In school 1966, out 1967	130	63.8	84.6	+20.8	24.4	29.3	+4.9
Out of school both years	103	85.4	89.3	+3.9	27.6	40.7	+13.1
Total or average(a)	940	50.7	59.8	+9.1	20.6	24.4	+3.8
19 to 20 years							
In school both years	69	37.7	44.9	+7.2	19.3	22.7	+3.4
In school 1966, out 1967	22	52.2	100.0	+47.8	31.6	32.2	+0.6
Out of school both years	162	91.4	96.3	+4.9	43.7	45.7	+2.0
Total or average(a)	257	73.1	81.0	+7.9	36.1	38.0	+1.9
21 to 25 years							
In school both years	65	76.6	89.1	+12.5	33.2	39.5	+6.3
In school 1966, out 1967	24	54.2	100.0	+45.8	28.4	36.5	+8.1
Out of school both years	541	95.4	97.1	+1.7	45.5	48.8	+3.3
Total or average(a)	639	92.2	96.2	+4.0	43.4	47.4	+4.0

(a) Includes respondents enrolled in 1967 but not in 1966 not shown separately.

Table 2.5 Selected Measures of Unemployment Experience, 1966 and 1967, by Age in 1967, Comparative School Enrollment Status 1966 and 1967, and Color: Respondents 15 to 25 Years of Age

Age in 1967 and comparative school enrollment, 1966 and 1967	Total number in labor force, survey week (thousands)		Survey week unemployment rate			Weeks unemployed as percent of weeks in labor force		
	1966	1967	1966	1967	1967 minus 1966	1966	1967	1967 minus 1966
	WHITES							
15 to 18 years								
In school both years	2,172	2,530	14.0	16.2	+2.2	15.7	7.9	-7.8
In school 1966, out 1967	392	538	12.5	7.1	-5.4	12.8	7.3	-5.5
Out of school both years	348	354	8.9	8.8	-0.1	6.9	7.6	+1.3
Total or average[(a)]	2,951	3,456	13.4	13.8	+0.4	14.5	7.8	-6.7
19 to 20 years								
In school both years	611	632	14.2	10.1	-4.1	14.6	3.8	-10.8
In school 1966, out 1967	184	229	6.0	2.6	-3.4	8.2	3.8	-4.4
Out of school both years	826	816	3.5	1.1	-2.4	5.4	4.0	-1.4
Total or average[(a)]	1,673	1,714	7.6	4.9	-2.7	9.7	3.8	-5.9
21 to 25 years								
In school both years	482	545	3.1	4.5	+1.4	7.6	2.6	-5.0
In school 1966, out 1967	296	411	5.5	6.6	+1.1	4.6	3.3	-1.3
Out of school both years	3,204	3,208	1.6	1.2	-0.4	1.2	2.4	+1.2
Total or average[(a)]	4,137	4,311	2.0	2.2	+0.2	2.5	2.6	+0.1
	BLACKS							
15 to 18 years								
In school both years	295	349	19.3	15.7	-3.6	23.1	11.4	-11.7
In school 1966, out 1967	83	110	24.1	11.8	-12.3	21.7	11.6	-10.1
Out of school both years	88	92	15.9	16.3	+0.4	10.5	14.3	+3.8
Total or average[(a)]	476	562	19.5	22.9	+3.4	20.4	11.9	-8.5
19 to 20 years								
In school both years	26	31	23.1	16.1	-7.0	10.4	12.8	+2.4
In school 1966, out 1967	12	21	16.7	14.3	-2.4	19.0	8.1	-10.9
Out of school both years	148	151	9.4	10.6	+1.2	4.3	11.6	+7.3
Total or average[(a)]	188	210	11.3	11.3	0.0	6.9	11.3	+4.4
21 to 25 years								
In school both years	49	57	0.0	1.8	+1.8	7.2	6.1	-1.1
In school 1966, out 1967	13	24	18.2	12.5	-5.7	0.0	7.1	+7.1
Out of school both years	519	546	3.0	4.8	+1.8	2.0	3.9	+1.9
Total or average[(a)]	590	616	3.1	4.9	+1.8	2.3	4.2	+1.9

(a) Totals include respondents enrolled in 1967 but not in 1966 not shown separately.

Table 2.6 Labor Force Participation and Unemployment Rates in 1967, by Age in 1967, Labor Force Status in 1966, and Color: Nonmarried Respondents 15 to 18 Years of Age Who Were Enrolled in School in 1966 but Not in 1967

1967 labor force status	Total number (thousands)	Labor force participation rate, 1967	1967 unemployment rate
	WHITES		
In labor force	357	88.9	3.1
Out of labor force	218	81.3	15.6
Total or average	575	86.0	7.5
	BLACKS		
In labor force	81	92.0	8.8
Out of labor force	46	71.4	18.5
Total of average	127	84.5	11.8

Comparative Marital Status[3]

There is good a priori reason to believe that changes in marital status may be systematically associated with changes in the extent of labor force participation and unemployment. Cross-sectional data suggest that controlling for school enrollment and age, the chances of a married man being in the labor force are substantially greater than for a single man.[4] Marriage and attendant responsibilities may place financial and other pressures on a young man who otherwise might be inclined not to participate in the labor market. Moreover, the decision to marry may itself be influenced by the security of a job and of a steady source of income.

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[3] Unless otherwise noted, the term "married" refers to respondents who are married with wife present. "Nonmarried" refers to respondents who are never married, divorced, separated, widowed, and married, wife absent.

[4] Bowen and Finegan, The Economics of Labor Force Participation, pp. 392-93, 412-13; Parnes, et al., Career Thresholds, Vol. I, pp. 54-56, 62-64.

Since marital status is correlated with school status and age--factors which independently influence participation and employment chances--it is necessary to control statistically for these variables. This leaves us with a single subset of the sample for which we have a sufficient number of cases for arriving at a reasonably confident conclusion: youth 21 to 25 years of age who were out of school in both years. Among them there is no evidence of any substantial effect of a change in marital status on the extent of labor market activity (Table 2.7). True, youth in both color groups who married between the dates of the two surveys[5] experienced a somewhat greater increase in survey week labor force participation rates and in mean number of weeks in the labor force during the respective 12-month periods than their counterparts who were married in both years, but the differences are very small.

What is far more interesting about the data in Table 2.7 is that the youth who were nonmarried at the time of both surveys had much lower rates of labor force activity in both years than either those who were married in both years or those who married between the dates of the first and second surveys. To state this in another way, of the young men under consideration who were nonmarried at the time of the 1966 survey, the subset who were destined to be married during the ensuing year had rates of labor force activity at the time of the first survey that were well above the rates of those who were to remain nonmarried. Thus, the observed cross-sectional relationship between marital status and labor force participation may result not from the fact that being married induces greater labor force participation but from the fact that marriage is a selective process which "recruits" youth with characteristics that are associated with high labor force participation (e.g., good health, initiative, etc.).[6] On the other hand, it may also be that over a period as short as one year the plan to marry may exert a positive influence on labor market activity. Finally, to the extent that being married actually causes higher rates of labor force activity, one might expect to note the relationship more strongly in cross-sectional data, since the married category includes persons who have been married for substantial periods of time rather than for at most a year as in the data under consideration here.

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[5] In Table 2.7 the data referred to actually relate to those who experienced any type of change in marital status between the two years. However, 80 percent of the youth in this category changed from nonmarried to married.

[6] Cf. Bowen and Finegan, The Economics of Labor Force Participation, p. 413. While Bowen and Finegan conclude that the "selection factor" as the principal explanation of the association between marital status and labor force participation for men 25 to 54 years of age (pp. 48-49), they believe that for the younger males under consideration here the selection factor is probably not as important as the "family responsibility" influence.

Table 2.7 Selected Measures of Labor Force Participation and Unemployment in 1966 and 1967 by Comparative Marital Status 1966 and 1967, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School Both Years

Measure of labor force participation and unemployment	WHITES				BLACKS			
	Total or average	Married both years	Nonmarried both years	Change in status	Total or average	Married both years	Nonmarried both years	Change in status
Total number (thousands)	3,262	2,010	851	395	543	248	228	65
Labor force participation								
1966 participation rate	98.3	99.8	94.6	98.8	95.4	99.5	90.2	98.3
1967 participation rate	98.6	99.7	95.3	99.8	97.1	98.9	94.4	100.0
Change in rate (1967 minus 1966)	+0.3	-0.1	+0.7	+1.0	+1.7	-0.6	+4.2	+1.7
1966 mean weeks in labor force	48.1	49.8	44.0	48.0	45.4	48.5	41.9	45.8
1967 mean weeks in labor force	49.7	50.6	47.3	49.9	48.7	50.5	46.6	49.3
Change in mean weeks (1967 minus 1966)	+1.6	+0.8	+3.3	+1.0	+3.3	+2.0	+4.7	+3.5
Unemployment								
1966 mean weeks unemployed	0.6	0.1	1.6	0.5	0.9	0.6	1.4	0.1
1967 mean weeks unemployed	1.2	0.8	2.1	1.4	1.9	1.5	2.4	1.8
Change in mean weeks (1967 minus 1966)	+0.6	+0.7	+0.5	+0.9	+1.0	+0.9	+1.0	+1.7
1966 unemployment rate	1.6	1.8	1.7	0.2	3.1	2.5	3.5	4.2
1967 unemployment rate	1.3	1.2	2.0	0.0	4.6	1.1	10.4	1.7
Change in rate (1967 minus 1966)	-0.3	-0.6	-0.3	-0.2	-1.5	-1.4	+6.9	-2.5
1966 weeks unemployed as percent of weeks in labor force	1.3	0.2	3.6	1.0	2.0	1.2	3.3	0.2
1967 weeks unemployed as percent of weeks in labor force	2.4	1.6	4.4	2.8	3.9	3.0	5.2	3.7
Change in percent (1967 minus 1966)	+1.1	+1.4	+0.8	+1.8	+1.9	+1.8	+1.9	+3.5

III SUMMARY

Conceptually, changes that occur in the labor market status of a group of individuals over a period of time may be explained in terms of changes in the characteristics of the individuals or of changes in the external environment. Given constant environmental conditions, there is reason to expect that "aging" of the sample of youth in this study by one year between the 1966 and 1967 surveys would have the effect of increasing their labor force participation and decreasing their susceptibility to unemployment. Within this age group, one year can make a very substantial difference, as many youth leave school, move from high school to college, become legally eligible for additional types of work under child labor legislation, and/or get married. In addition, all of them accumulate an additional year of maturity, knowledge, and experience which, particularly at the youngest age levels, frequently put the youngster over the margin of employability for many types of work.

The findings of the present chapter are generally consistent with these expectations, although interpretations are made somewhat more difficult by the fact that labor market conditions did not remain unchanged between the two survey dates, as evidenced by increasing labor force participation and unemployment rates registered for male youth 14 to 24 years of age by the CPS cross-sectional data. Nevertheless, the increase in labor force participation in the sample of the longitudinal survey was far greater than that registered by the CPS, particularly in the youngest age category. Moreover, in the face of increasing unemployment rates for both white and black youth in the cross-sectional data, the unemployment rate for the whites in this longitudinal study remained unchanged between the two survey dates and that for the blacks increased by a lesser amount than in the cross-sectional data.

As might have been anticipated, the largest increases in labor force participation occurred among the group who left school between the two survey dates. Perhaps more surprising is the fact that the unemployment rate for this group registered a substantial decline in the case of both whites and blacks. It is also noteworthy that among those who left school between the two surveys the 1967 unemployment rate was lower for those who had been in the labor force while in school than for those who had not.

Despite the pronounced relationship between marital status and labor force status that is observed in cross-sectional data for this age group, there is no perceptible association in the present data between a change in marital status and change in labor force status. It cannot be said whether this is because a one-year period is too short for such an association to be apparent or because the cross-sectional relationship is produced by the influence of a third set of factors on both labor force status and marital status.

Although a change in school enrollment status appears to be the most important single factor in affecting both the probability of labor force participation and of unemployment among this age group, it does not account for the total change in these variables over the course of a year. There is evidence, in other words, that the other concomitants of aging also operate to increase the labor force participation and reduce the susceptibility to unemployment of the cohort as a whole.

CHAPTER THREE*

JOB CHANGES BY OUT-OF-SCHOOL YOUTH

It is widely recognized that young men exhibit the greatest rates of movement among employers, occupations, and geographic areas of any age-sex cohort in the population.[1] These three aspects of labor market dynamics are examined in this chapter. More specifically, the questions to which the analysis is directed are: (1) how much of each of these types of change occurs over a 12-month period? (2) what factors distinguish changers from nonchangers? and (3) what are some of the consequences of the changes that occur?

I INTERFIRM MOVEMENT

Extent of Change

As should be expected of young men in the earliest phase of their work careers, there is a large volume of job changing even during the course of a 12-month period. Of the 4.8 million young men out of school in both years, nearly two-fifths were employed by different firms at the times of the two surveys.[2] There is substantial variation in the amount of job changing among out-of-school youth according to age, color, and occupation (Table 3.1). An inverse association between rate of job movement and age was anticipated for several reasons. To begin with,

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* This chapter was written by Andrew I. Kohen.

[1] For example, see Laurence Hunter and Graham Reid, Urban Worker Mobility (Paris: Organization for Economic Cooperation and Development, 1968); John B. Lansing and Eva Mueller, The Geographic Mobility of Labor (Ann Arbor: University of Michigan Institute for Social Research, 1967); Organization for Economic Cooperation and Development, Wages and Labour Mobility (Paris: Organization for Economic Cooperation and Development, 1965); Samuel Saben, Occupational Mobility of Employed Workers, Special Labor Force Report No. 84 (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, June 1967).

[2] This figure undoubtedly understates the total amount of movement among young men during the year for two reasons. First, it refers to the number of movers and not the number of moves made during the course of the year. Second, just less than one-tenth of those in the 1966 sample who were out of school and employed were not reinterviewed in 1967. While many of those noninterviewees entered the armed forces and would not affect our estimates, the remainder of the group probably contains a disproportionately large number of young men who changed employers during the 12 months between the survey dates.

Table 3.1 Proportion Changing Employers between 1966 and 1967, by Age in 1967, Type of Occupation in 1966, and Color: Respondents Not Enrolled in School in Either Year[(a)]

Age in 1967 and type of occupation in 1966	WHITES		BLACKS	
	Total number (thousands)	Percent changers	Total number (thousands)	Percent changers
15-20				
White-collar	192	37	8	54
Blue-collar	715	56	108	68
Service	43	37	25	83
Farm	77	65	34	51
Total or average	1,032	53	179	66
21-25				
White-collar	913	26	59	48
Blue-collar	1,905	36	326	36
Service	116	20	57	34
Farm	143	22	31	43
Total or average	3,110	32	479	38
15-25				
White-collar	1,105	28	67	49
Blue-collar	2,621	42	434	44
Service	159	24	82	49
Farm	220	37	65	47
Total or average	4,142	37	658	45

(a) Includes only respondents who were employed in 1966 and 1967.

teenagers (15 to 20 year olds in 1967) are more likely than older youth to be subject to involuntary job separation because they are, on the average, less skilled and have shorter tenure.[3] Their lower skill level is a product of both the smaller number of years they could have spent in school and the smaller number of years they could have spent acquiring on-the-job training (formal and informal). In addition, the younger men may be more likely to make voluntary changes because of the lower monetary search costs, lower psychic costs (in terms of family responsibilities and social ties to fellow workers), and uncertainty about what they actually desire in a job. The data in Tables 3.1 and 3.2 are consistent with the hypothesized "age effect." For both color groups the 21 to 25 year old men are only about three-fifths as likely as those 15 to 20 years of age to have changed jobs during the period between the surveys. Rates of interfirm movement are lower for the older than the younger group within all type-of-occupation and length-of-service categories for which comparisons can be made with confidence.

Table 3.2 Proportion Changing Employers between 1966 and 1967, by 1967 Age, Length of Service in 1966 Job, and Color: Respondents Not Enrolled in School in Either Year(a)

Age in 1967 and length of service in 1966 job	WHITES		BLACKS	
	Total number (thousands)	Percent changers	Total number (thousands)	Percent changers
15-20				
Less than 1 year	704	57	127	71
1 year or more	324	44	52	55
1-2 years	246	50	40	65
3 years or more	78	23	12	20
Total or average	1,032	53	179	66
21-25				
Less than 1 year	1,278	44	234	42
1 year or more	1,817	23	241	33
1-2 years	1,118	25	138	33
3 years or more	699	20	103	34
Total or average	3,110	32	479	38
15-25	4,142	37	658	45

(a) Includes only respondents who were employed in 1966 and 1967.

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[3] Due to a difficulty in the interview schedule, we are unable to distinguish between voluntary and involuntary separations from 1966 employer. Since interview schedules for subsequent years have been revised to permit examination of that aspect of interfirm movement, our treatment of employer changing in this report is much abbreviated and largely confined to variables which we expect to operate in the same direction for both voluntary and involuntary changers.

We expected to find higher rates of interfirm movement among blacks than among whites because of a higher incidence of both voluntary and involuntary job termination. First, young black men are more prone than their white counterparts to involuntary separation because of lower skills (less education and formal out-of-school training), shorter job tenure, and relatively greater concentration in occupation groups most subject to unstable employment. In addition, the intercolor difference in the occupational distribution of young men probably implies, ceteris paribus, a greater likelihood of blacks making voluntary shifts. That is, blacks are more heavily concentrated--relative to whites--in the farm worker and nonfarm laborer categories which have been shown in at least one study to exhibit comparatively high rates of voluntary interfirm movement.[4]

In general, the data in Tables 3.1 and 3.2 are consistent with the hypothesis. Overall, the proportion of black job changers was 8 percentage points higher than that of the white. Although the intercolor difference narrows with increasing age, the remaining disparity among men in their early twenties is not accounted for by the intercolor difference in occupational distribution. Rather, if the black men 21 to 25 years of age were distributed among the major occupation groups exactly as their white counterparts, the overall intercolor difference would actually be slightly greater. That is, the proportion of blacks who changed employers is at least as high as that of whites in every major occupation group and the difference is greatest in the white-collar category in which blacks are most underrepresented. Furthermore, even though black men in their early twenties are more likely than the corresponding group of white men to have been short-service workers (less than one year) on their 1966 jobs, this does not explain the intercolor difference in rates of interfirm movement. Indeed, the intercolor differential in the likelihood of changing employers seems to increase with tenure among men 21 to 25 years of age. For those with less than one year of service in 1966, the rate of job movement between 1966 and 1967 was actually somewhat higher for whites than for blacks.

Correlates and Consequences of Change

Training In the case of white (but not black) men in their early twenties, those who received formal occupational training between the 1966 and 1967 interviews were more likely than those who did not to have changed employers between the same two dates, although the strength of the association varies among the different types of training (Table 3.3). Moreover, the figures mainly reflect the positive relationship between training and interfirm movement for those in blue-collar jobs in 1966.[5]

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[4] Parnes, et al., The Pre-Retirement Years, Vol. II, p. 19.

[5] College graduates were not asked about occupational training experience, which eliminates approximately one-third of the white-collar workers from the universe to be studied. Therefore, the data may well understate the relationship between job changing and training to the extent that such white-collar employees are highly likely to receive training and to change jobs.

It is not certain, of course, whether the direction of causation is from training to job change or vice versa. Some young men may have sought training outside the firm in anticipation of searching for a position elsewhere. On the other hand, many job changers probably were given training in conjunction with undertaking their new assignments.

Table 3.3 Proportion Changing Employers between 1966 and 1967, by Extent and Type of Occupational Training Acquired between 1966 and 1967, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

Extent and type of training	WHITES		BLACKS	
	Total number (thousands)	Percent changers	Total number (thousands)	Percent changers
None	2,220	29	414	38
Some	607	42	52	40
White-collar	267	45	16	8
Blue-collar	230	39	24	64
Other	110	49	12	33
Total or average	2,827	32	466	38

(a) Includes only respondents who were employed in 1966 and 1967. Excludes college graduates.

Labor force and employment experience during the year The extent to which the process of changing employers includes some time of nonemployment obviously depends on the reason for the change--i.e., the probability that an involuntary shift will involve a period of unemployment is greater than the corresponding probability for a voluntary shift. In addition, it is expected that the amount of time not employed during a year will be greater for those who change employers than for those who remain with the same firm. For one thing, the process of active job search is frequently conducted while unemployed. For another, job changing is more prevalent among workers in occupations and industries characterized by unstable employment opportunities.

The data in Table 3.4 are generally consistent with the hypotheses advanced above. Although the relationships between labor force experience and interfirm movement are stronger and more consistent among whites, they also are evident for blacks. Irrespective of color and 1966 occupation group, young men who changed employers between the survey dates experienced more unemployment during the year than did those who were with the same

Table 3.4 Labor Force and Employment Experience during 12 Months between 1966 and 1967 Surveys, by Comparative Job Status 1966 and 1967, Type of Occupation in 1966 and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

Comparative job status and type of occupation in 1966	Total number (thousands)	Mean weeks employed(b)	Mean weeks unemployed(b)	Mean weeks out of labor force(b)
	WHITES			
Same employer				
White-collar	652	49.2	0.1	1.7
Blue-collar	1,184	48.7	0.6	1.8
Total or average(c)	2,071	49.0	0.4	1.7
Different employer				
White-collar	235	47.2	1.2	1.9
Blue-collar	667	45.0	2.6	3.6
Total or average(c)	957	45.2	2.6	3.0
	BLACKS			
Same employer				
White-collar	30	46.3	0.3	1.6
Blue-collar	208	48.7	0.4	2.1
Total or average(c)	294	48.2	0.8	2.1
Different employer				
White-collar	28	46.7	3.0	1.4
Blue-collar	117	43.4	3.6	2.2
Total or average(c)	177	44.4	3.2	2.2

(a) Includes only respondents who were employed in 1966 and 1967.
(b) Means computed from grouped data.
(c) Total includes service and farm workers not shown separately.

employer on both dates. Time spent out of the labor force shows generally the same relationship. Moreover, the nature of the time spent out of the labor force varies according to whether a young man changed employers (Table 3.5). More than three-fourths of those who stayed with the same employer were on vacation or ill during their inactive periods, whereas only about one-half of those who changed jobs offered those two reasons for their periods of inactivity.

One other interesting aspect of the interim labor market experience of these young men is the number of jobs (excluding those held at the time of the surveys) that they held during the year between the two surveys. What is surprising about the data is that less than two-fifths of those who held one or more interim jobs were ultimately classified as having made an employer change (Table 3.6). Undoubtedly a major portion of this is attributable to young men finding temporary employment while on layoff from their regular jobs and to cases of "moonlighting." But the data may also reflect the process of early experimentation in the labor market, which very likely includes some movement whose only result is to convince young men that their initial job choices were "good" ones.

Wage rates It was expected that low-wage workers would have higher-than-average rates of interfirm movement, since it is probable that as compared with more highly paid workers they are both more subject to involuntary job separations and more likely to leave a position voluntarily. Our data are perfectly consistent with those hypotheses, although the relationship appears to be stronger among blacks than among whites (Table 3.7).

Despite the fact that those young men who changed employers between 1966 and 1967 experienced increases in their average hourly rate of pay, the increases were generally smaller in absolute and relative terms than those received by young men who remained with the same employer. That is not surprising considering that the group of changers includes those who were involuntarily separated from their 1966 jobs, whose wage would not necessarily be expected to improve with the job change. White youth employed in white-collar jobs are the major exception to the generalization; among them, job changers experienced hourly pay increases that were greater both absolutely and relatively than those going to workers who remained with the same employer. A plausible explanation for this exception is that voluntary shifts are relatively more prevalent among white-collar than among blue-collar employees.[6]

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[6] The inability to draw the same inference for blacks may be due to their different distribution among the white-collar occupations and/or the small sample size.

Table 3.5 Reasons for Periods Out of Labor Force during Past 12 Months, by Comparative Job Status 1966 and 1967 and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

(Percentage distribution)

Reason for periods out of labor force	WHITES		BLACKS	
	Same employer	Different employer	Same employer	Different employer
Ill or disabled	22	21	56	47
Couldn't find work	0	4	11	11
Vacation	56	35	16	4
In school	2	6	0	7
Other(b)	20	35	16	31
Total percent	100	100	100	100
Total number (thousands)	517	290	81	36

(a) Includes only respondents employed in 1966 and 1967 who were out of the labor force at least one week between 1966 and 1967 surveys.
(b) Includes "In armed services."

Table 3.6 Proportion Employed in Different Firms in 1966 and 1967, by Number of Jobs Held in Interim and Color: Respondents 21 to 25 Years of Age Not Enrolled in Either Year(a)

Number of jobs held between 1966(b) and 1967 jobs	WHITES		BLACKS	
	Total number (thousands)	Percent changers	Total number (thousands)	Percent changers
None	2,413	30	346	32
1	519	33	103	43
2 or more	178	48	30	82
Total or average	3,110	32	479	38

(a) Includes only respondents employed in 1966 and 1967.
(b) Does not include jobs held in survey weeks, 1966 and 1967.

Table 3.7 Median Hourly Rates of Pay in 1966 and 1967, by Comparative Job Status, 1966 and 1967, Type of Occupation in 1966, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

Comparative job status 1966 and 1967 and type of occupation in 1966	Total number (thousands)	1966 median rate of pay(b)	1967 median rate of pay(b)	Percent increase 1966 to 1967
	WHITES			
All respondents	2,926	$2.49	$2.81	13
Same employer				
White-collar	614	2.56	2.96	16
Blue-collar	1,148	2.60	2.89	11
Total or average(c)	1,928	2.57	2.90	13
Different employer				
White-collar	225	2.35	2.84	21
Blue-collar	658	2.45	2.52	3
Total or average(c)	936	2.37	2.60	10
	BLACKS			
All respondents	475	1.76	2.06	17
Same employer				
White-collar	30	2.33	2.90	24
Blue-collar	208	1.91	2.24	17
Total or average(c)	294	1.88	2.21	18
Different employer				
White-collar	28	1.73	1.94	12
Blue-collar	115	1.69	1.85	9
Total or average(c)	173	1.63	1.88	15

(a) Includes only respondents who were employed in 1966 and 1967 as wage and salary workers.

(b) Medians computed from grouped data.

(c) Total includes service and farm workers not shown separately.

Job satisfaction It is clear that there are definite psychological dimensions to the process of interfirm movement. First, it was expected that the likelihood of job changing would be inversely related to the degree of satisfaction a worker expressed about his 1966 job, irrespective of the reason for changing jobs.[7] Those who express high satisfaction are less likely than those who are less satisfied to be seeking alternative positions, to encounter alternatives which "measure up" to the current job, and therefore, to make voluntary moves. In addition, the highly-satisfied are likely to have personal and employment characteristics (e.g., highly educated, white-collar job) which make them less prone than the less-satisfied to be involuntarily separated from a job. The figures in Table 3.8 are consistent with the hypothesized relationship which is particularly pronounced among whites in white-collar jobs.

Table 3.8 Proportion Changing Employers between 1966 and 1967, by Degree of Satisfaction(a) with 1966 Job, Type of Occupation in 1966, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(b)

Degree of satisfaction with 1966 job and type of occupation in 1966	WHITES		BLACKS	
	Total number (thousands)	Percent changers	Total number (thousands)	Percent changers
Highly satisfied				
White-collar	546	19	28	44
Blue-collar	965	33	106	34
Total or average(c)	1,712	27	171	38
Other				
White-collar	366	37	31	52
Blue-collar	916	38	221	37
Total or average(c)	1,370	37	308	38
Total or average	3,110	32	479	38

(a) See text footnote 7 for definition of "degree of satisfaction."
(b) Includes only respondents who were employed in 1966 and 1967.
(c) Total includes service and farm workers not shown separately.

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[7] Degree of satisfaction is measured by the response to the question "How do you feel about the job you have now? Do you like it very much, like it fairly well, dislike it somewhat, or dislike it very much?" Those giving the first response are classified as highly satisfied.

A second and related psychological dimension of interfirm movement is the association between a change of employers and a change in the level of job satisfaction. Partly on the basis of the observed relation between 1966 level of satisfaction and actual movement and partly on a priori grounds, we would hypothesize a positive association between interfirm movement and improvements in job satisfaction. In other words, if job changing among young men is functional, it will result in more satisfied workers. Moreover, since there is more movement among the less-than-highly-satisfied, movers are more likely than nonmovers to experience increased satisfaction. On the other hand, young men who change jobs involuntarily may include substantial numbers who experience a decrease in satisfaction. Table 3.9 indicates that, generally speaking, young men who change jobs are more likely than those who remain with the same employer to express a change in satisfaction, for better or worse.[8] Among changers and nonchangers alike, those who express an increase in job satisfaction far outnumber those who express a decrease. But job changers are considerably more likely than nonchangers to report an increase in satisfaction (71 percent versus 33 percent for whites) and are also much more likely to report a decrease in satisfaction (16 percent versus 7 percent for whites). Keeping in mind that both voluntary and involuntary changes are included, it is encouraging that seven out of ten of the white job changers and well over half of the black like their new jobs better than the old ones. Of course, it is possible that this simply reflects a tendency of the respondents to rationalize the results of important decisions which they make or which are beyond their control. Nevertheless, it can also be argued that the ability to rationalize is itself an indication of relative psychological health.

Length of service on 1966 job   It is a well-established fact that the number of job changes that occur during a given period of time far exceeds the number of individuals who change jobs. That is, the process of reallocating labor services among firms over the medium-run is accomplished by the multiple moves of a relatively small group of workers. An obvious corollary of this phenomenon is that there should be a positive relationship between the entire history of job changing and the likelihood of recent interfirm movement. Thus, one reason that we expected young men with short tenure to exhibit greater rates of interfirm movement than those with longer tenure is that length of service is an inverse measure of past job changing. In addition, short-service employees are expected to have higher-than-average voluntary quit rates because (1) their economic and sociopsychological equities in a job are relatively small; and (2) the

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[8] Among blacks, the young men in white-collar positions are the aberrant group but the small number of sample cases prohibits any statements about whether the aberration is real or the product of sampling error.

Table 3.9 Comparative Job Attitude, 1966 and 1967, by Comparative Job Status, 1966 and 1967, Type of Occupation in 1966, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

Comparative job status 1966-1967 and type of occupation in 1966	Total number (thousands)	Percent who like 1967 job more than 1966 job	Percent who like 1967 job less than 1966 job
	WHITES		
Same employer			
White-collar	652	38	8
Blue-collar	1,184	30	8
Total or average(b)	2,071	33	7
Different employer			
White-collar	235	72	16
Blue-collar	667	70	13
Total or average(b)	957	71	16
	BLACKS		
Same employer			
White-collar	30	52	19
Blue-collar	208	38	5
Total or average(b)	294	36	8
Different employer			
White-collar	28	38	14
Blue-collar	117	60	9
Total or average(b)	177	56	9

(a) Includes only respondents employed in 1966 and 1967.

(b) Total includes service and farm workers not shown separately.

early months of a job are an experimental period during which many workers may decide that they erred in taking the job in the first place. Furthermore, involuntary separations are also likely to diminish with increasing service since seniority is an important and pervasive criterion for determining the order of layoffs. The data in Table 3.10 are uniformly consistent with the hypothesis even though the range of length of service is quite small for young men in their early twenties. The relationship appears to be stronger among whites than among blacks.[9]

Table 3.10 Proportion Changing Employers between 1966 and 1967, by Type of Occupation in 1966, Length of Service on 1966 Job, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

Type of occupation and length of service, 1966 job	WHITES		BLACKS	
	Total number (thousands)	Percent changers	Total number (thousands)	Percent changers
White-collar				
Less than 1 year	399	34	38	60
1 year or more	574	22	21	29
Blue-collar				
Less than 1 year	835	49	160	41
1-2 years	662	29	99	34
3 years or more	405	20	65	27
Total or average(b)				
Less than 1 year	1,278	44	234	42
1-2 years	1,118	25	138	33
3 years or more	699	20	103	34

(a) Includes only respondents employed in 1966 and 1967.
(b) Totals include service and farm workers not shown separately.

Degree of attachment to 1966 employer In the 1966 interview, employed young men were asked the following question: "Suppose someone in this area offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it?" Answers were coded in relation to current rates of pay, and respondents were classified in terms of the percentage increase in rate of pay that would be required to induce them to make an interfirm shift within the same labor market area. The question was designed as a measure of a respondent's mobility or degree of attachment to current employer in the sense of his propensity to respond to perceived economic differentials between jobs. The hypothesis that mobility was related to, but nevertheless distinct from, degree of job satisfaction was supported. No significant association was observable between mobility and length of service in the job, primarily due to the very small possible range of job tenure among young men.[10]

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[9] As can be seen in Table 3.2, the relationship is also evident among teenagers.

If the question involving the hypothetical job offer is in fact a valid measure of propensity to change jobs in response to perceived differentials in "net economic advantage," one would expect this measure of mobility to be positively related to the likelihood of *voluntary* job change. The relationship obviously would not be perfect since the likelihood that a worker will actually make a voluntary job change depends not only on his propensity to move, but also on the existence of opportunities to move and on those personal characteristics that determine (a) his knowledge of alternative jobs; (b) his initiative in pursuing the alternatives; and (c) his attractiveness to potential employers.[11]

As a test of the hypothesized model, Table 3.11 exhibits the relationship between our measure of mobility and the rate of actual interfirm movement--both voluntary and involuntary--between 1966 and 1967. Young men who reported that they would accept the hypothetical job offer at a wage rate within 10 percent of their current wage are classified as "highly mobile." Those who reported a willingness to take the job for a specified rate 10 percent or more above their current rate of pay are classed as "moderately mobile." Those who stated that they would not take the job at any conceivable rate of pay are designated as "immobile." A systematic relationship between the 1966 measure of mobility and actual job movement between 1966 and 1967 exists only in the case of white youth employed in blue-collar jobs, among whom the highly mobile, the moderately mobile, and the immobile made job changes in the ratio of 9:7:5. While the predictor variable does not perform so well as we would have liked, there are mitigating circumstances. Among blacks, small sample sizes prohibit any confident statement about the hypothesis. In addition, since the data do not distinguish between voluntary and involuntary shifts, the ability to test a hypothesis framed in terms of voluntary movement is impaired.[12]

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[10] Parnes, *et al.*, *Career Thresholds*, Vol. I, pp. 149-59. It should be noted that in this chapter, the term "mobility" is used exclusively in the sense of propensity to respond to perceived pay differentials, as measured by the question described in the text.

[11] For a fuller description of the hypothesized model and application to the cohort of young men see Parnes, *et al.*, *The Pre-Retirement Years*, Vol. I, pp. 148-53, and *Career Thresholds*, Vol. I, pp. 149-59.

[12] Another test of the model, using more appropriate data, yielded somewhat better results. It can be found in Parnes, *et al.*, *The Pre-Retirement Years*, Vol. II, pp. 21-24.

Table 3.11 Proportion Changing Employers between 1966 and 1967, by Type of Occupation in 1966, Degree of Mobility,(a) and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(b)

Type of occupation and degree of mobility, 1966 job	WHITES		BLACKS	
	Total number (thousands)	Percent changers	Total number (thousands)	Percent changers
White-collar				
Highly mobile	228	28	7	19
Moderately mobile	429	23	38	58
Immobile	120	29	10	24
Total or average	865	27	59	48
Blue-collar				
Highly mobile	568	45	89	34
Moderately mobile	861	36	181	36
Immobile	277	25	27	36
Total or average	1,854	36	325	36
Total or average(c)				
Highly mobile	842	40	113	36
Moderately mobile	1,407	32	272	40
Immobile	437	27	50	28
Total or average	2,926	33	475	37

(a) See text for definitions of degree of mobility.
(b) Includes only respondents employed in 1966 and 1967 as wage and salary workers.
(c) Total includes farm and service workers not shown separately.

II INTRAFIRM OCCUPATIONAL MOVEMENT[13]

Extent and Type of Change

An infrequently studied aspect of labor market dynamics is a change in occupation unaccompanied by a change of employers.[14] The only national data on the extent of such movement that has come to our attention is a study by the Bureau of Labor Statistics based on data collected in the Current Population Survey. According to this source the rate of intrafirm occupational movement over a 12-month period is 6.9 percent for males 20 to 24 years of age, and the rate falls consistently with age to less than 1 percent among men 65 years of age and older.[15] However, over a similar span of time our data reveal a substantially greater amount of intrafirm occupational movement than the CPS data for men in the 20 to 24 year old cohort. We find a rate of 18.8 percent--more than two-and-one-half times as great as that indicated by the CPS (Table 3.12). This suggests that the phenomenon is deserving of more investigation, if only because there is more of it to study than previously had been thought.

There are three major differences between the LGS and CPS data, other than the different dates of the surveys,[16] which should be expected to produce divergent estimates (in the observed direction) of the rate of intrafirm occupational change. First, the CPS data refer to all men

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[13] A coding problem prohibits us at this point from measuring the extent of occupational change among men who changed employers. Thus, our discussion is confined to a consideration of intrafirm occupational movement, which probably accounts for much less than half of all occupational shifts made during a year by men in this age cohort.

[14] The concept of the "internal labor market" is one which only recently has begun to receive the attention of empirical researchers as noted in Herbert S. Parnes, "Labor Force Participation and Labor Mobility," manuscript, pp. 43-44, for a forthcoming IRRA volume reviewing labor market research during the 1960's.

[15] Saben, Occupational Mobility of Employed Workers, Table K, p. A-13.

[16] The difference in survey date, itself, may account for some of the difference in observed rates of intrafirm occupational change, since the extent of such movement is probably positively related to the "tightness" of the labor market, and since the unemployment rate declined between 1965 and 1967. See Michael Piore, "On the Job Training and Adjustment to Technological Change," The Journal of Human Resources (Fall 1968), pp. 435-49.

Table 3.12 Interfirm and Occupational Movement: Comparison of Data from Longitudinal Survey (October 1966 to October 1967) and Current Population Survey (January 1, 1965 to January 1, 1966) for Men 20 to 24 Years of Age at the Beginning of Each Period Who Who Were Employed at Beginning and End of Each Period

Comparative job status	Longitudinal Survey[a] (October 1966 to October 1967)			Current Population Survey[b] (January 1965 to January 1966)		
	Total number (thousands)	Percent of total	Percent of subtotal	Total number (thousands)	Percent of total	Percent of subtotal
Same employer						
Same occupation	1,922	54.9	81.2	1,900	53.4	93.1
Different occupation	444	12.7	18.8	139	3.9	6.9
Total or average	2,365	67.6	100.0	2,039	57.3	100.0
Different employer						
Same occupation	(c)	(c)	(c)	643	18.1	42.4
Different occupation	(c)	(c)	(c)	876	24.6	57.6
Total or average	1,134	32.4	100.0	1,519	42.7	100.0
Total or average	3,499	100.0	---	3,558	100.0	---

(a) Longitudinal Survey data exclude men enrolled in school in either 1966 or 1967.

(b) Samuel Saben, *Occupational Mobility of Employed Workers*, Special Labor Force Report No. 84 (Washington, D. C.: U. S. Department of Labor, Bureau of Labor Statistics, June 1967), Table A, p. A-5 and Table K, p. A-13.

(c) Not available at this time.

20 to 24 years of age, whereas ours refer only to those who were nonstudents in both years. Students in that age range are more likely than nonstudents to be part-time employees, and therefore probably less likely to make occupational changes within a given firm.[17] Second, LGS data are based on interviews that were invariably with the subject himself, whereas CPS data on men 20 to 24 years old frequently are obtained from some other household member, e.g., wife or parent. Third, the respondent in the CPS was asked whether the subject individual was doing the same kind of work a year earlier as was reported for him in the survey week. Only if the answer to this question was "No" was a further question asked about the kind of work he was doing in the previous year. In our study, the criteria for deciding that an individual has made an occupational change are (1) that the three-digit occupation reported in the 1967 interview is different from the three-digit occupation reported in the 1966 interview; and (2) that in the 1967 interview he in effect acknowledges that there has in fact been a change by reporting a "reason" for having changed occupations. Thus, unlike the situation in the CPS, information on occupational change in the LGS comes from the individual himself, does not depend on recall, and does not require the respondent himself to make an occupational comparison but merely to report a specific occupation in each of the two years. At the same time, the fact that he responds to a question on the reason for having changed occupations allows one to be confident that there has been an actual change in assignment, rather than simply an inadvertent use of a different job title in each year. All these factors might be expected to produce a larger--and probably more accurate--count of intrafirm occupational changers in the present study than in the BLS report.

There appears to be little if any intercolor difference in rate of occupational movement during a one-year period for those young men who remain with the same employer. The proportion of whites who changed three-digit occupations within a firm is 19.0 percent compared to 17.2 percent of the blacks (Table 3.13). The blacks who moved were slightly more likely than the whites to move upward in terms of the Duncan socioeconomic index of occupations and were also less likely to move downward, although the differences are not great and may not be statistically significant.[18]

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[17] It is probable that this difference in the universes of the two studies would produce disparate results in the opposite direction with respect to interfirm movement rates and overall occupational change rates, particularly since the CPS data include young men who may be enrolled in school at the first date but not enrolled at the second date.

Table 3.13 Extent and Type of Intrafirm Occupational Movement between 1966 and 1967, by Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

(Percentage distribution)

Type of movement(b)	WHITES	BLACKS
Movers	19.0	17.2
Upward	8.3	8.3
Lateral	6.6	6.6
Downward	4.2	2.3
Nonmovers	81.0	82.8
Total percent	100.0	100.0
Total number (thousands)	2,071	294

(a) Includes only respondents who were employed in 1966 and 1967 by the employer.
(b) For definitions, see text footnote 18.

If the extent and direction of intrafirm occupational movement during the year being studied are typical, then the data do not confirm a speculation advanced in our initial report on this group of men. In considering the irregularity of the association between tenure and mobility among black men in their early twenties, we suggested that the observed association "...may reflect a slower advancement of blacks relative to whites during the several years after hire..."[19] However, the current data imply that blacks are at least as likely as whites to move up the occupational ladder within a firm during the course of any year. On the other hand, one must be cautious in extending that interpretation of the data since there is neither a control for starting "rung" nor any comparison of the "distance" moved on the occupational ladder. That is, since blacks are more likely than whites to start at a low level, they are for this reason alone more likely than whites to move upward, if they move at all.

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[18] Upward mobility is defined as an increase of five or more points on the index, lateral as a change of ± four points, and downward as a decrease of five or more points. For more detail on the index see Otis Dudley Duncan, "A Socioeconomic Index for All Occupations," in Albert J. Reis, Jr., et al., Occupations and Social Status (New York: Free Press of Glencoe, 1961), pp. 109-38. Consistent with the direction of change in occupations shown by the Duncan index scores are the data on reason for occupational change which were elicited from those who made intrafirm shifts. While more than two-thirds cited "promotion" as the reason, fewer than 1 in 20 reported either "job eliminated" or "bumped from job."

[19] Parnes, et al., Career Thresholds, Vol. I, p. 154.

Another way of viewing the direction and magnitude of intrafirm occupational movement is to consider whether the changes occurred within or across types of occupation (i.e., white-collar, blue-collar, service, and farm). From tabulations not shown here it is evident that there are no significant differences among the rates of movement by young men in the four type-of-occupation groups in 1966. Those in blue-collar jobs in 1966, for example, were not significantly more or less likely than those in white-collar positions in 1966 to change three-digit occupations between 1966 and 1967. In addition, for those groups whose sample size is large enough to permit confident conclusions, there are no differences in the extent to which an occupational shift involves crossing type-of-occupation lines (Table 3.14). What is more surprising about this is that among whites as many as one in twelve of those in white-collar work in 1966 had moved into a blue-collar job with the same firm by the following year.

Table 3.14 Type of Occupation in 1967 by Type of Occupation in 1966 and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year[(a)]

(Percentage distribution)

Type of occupation in 1967 \ Type of occupation in 1966	WHITES				BLACKS			
	White-collar	Blue-collar	Service	Farm	White-collar	Blue-collar	Service	Farm
White-collar	92	8	9	0	85	6	0	0
Blue-collar	8	92	0	9	6	94	18	6
Service	0	0	91	0	4	1	82	0
Farm	0*	0*	0	91	5	0	0	94
Total percent	100	100	100	100	100	100	100	100
Total number (thousands)	652	1,184	92	112	30	208	38	18

* Percentage is 0.1 to 0.5.

(a) Includes only respondents employed in 1966 and 1967 by the same employer.

Correlates and Consequences of Change

Hourly rate of pay For several reasons it was expected that, controlling for initial occupation, low-wage workers would be more likely than high-wage workers to make intrafirm occupational changes. First, the highest paying jobs are, on the average, those which require the greatest investments in education and/or training. Thus, for example, a change from one professional category to another would be far less likely to occur during a one-year period than would a move from, say, a sales to a clerical position. Second, since more of the observed movement is up the occupation hierarchy than down and since upward movement is less likely among those starting high on the ladder, low-wage workers should predominate among the movers. Moreover, it was hypothesized that movers would experience greater relative increases in wages than nonmovers because (1) movers are expected to begin with lower absolute wage levels; and (2) intrafirm occupational shifts are, on the average, in an upward direction. Without exception our data are consistent with those hypotheses (Table 3.15). This strongly suggests that voluntary intrafirm occupational movement is in the direction of "net economic advantage," especially since the group of movers includes those who did so involuntarily (e.g., those who were "bumped" from their jobs).

Job satisfaction There is no a priori reason to assume that intrafirm occupational movement is more prevalent among less-satisfied than among highly-satisfied workers. Yet, since movement has been shown to be predominantly in an upward direction, we would expect occupation changers to be more likely than nonchangers to exhibit increased satisfaction. The observation that changers are more than two-and-one-half times as likely as nonchangers to express a preference for the 1967 job situation in comparison with that in 1966 strongly supports this hypothesis (Table 3.16).

III GEOGRAPHIC MOVEMENT

Extent and Type of Change

Young men not enrolled in school evidence a considerable amount of geographic movement over the course of a 12-month period. Of the 15 to 25 year old males out of school both years who were interviewed in 1967, 11.2 percent of the whites and 6.3 percent of the blacks had changed residence across county (or SMSA) boundaries between 1966 and 1967 (Table 3.17). It must be noted, however, that these rates certainly understate the rate of geographic movement among the national civilian population of young men who were 14 to 24 years of age and out of school in 1966 because of the attrition from the sample between the two surveys. The extent of the understatement is dependent upon the assumptions one makes regarding those who were not reinterviewed. About 7.5 percent of the white respondents not in school at the time of the initial survey and 5.6 percent of their black counterparts were not reinterviewed in 1967 because they had become members

Table 3.15 Median(a) Hourly Rates of Pay, 1966 and 1967, by Comparison of Three-Digit Occupations 1966 and 1967, Type of Occupation in 1966, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(b)

Comparison of occupation, 1966 and 1967, and type of occupation in 1966	Total number (thousands)	Median rate of pay, 1966	Median rate of pay 1967	Percentage increase 1966 to 1967
	WHITES			
Same occupation				
White-collar	500	$2.69	$2.99	11
Blue-collar	909	2.61	2.90	11
Total or average(c)	1,537	2.62	2.93	12
Different occupation				
White-collar	115	2.20	2.82	28
Blue-collar	239	2.57	2.90	13
Total or average(c)	389	2.34	2.82	21
	BLACKS			
Same occupation				
White-collar	26	2.57	3.00+	17+
Blue-collar	167	1.93	2.20	14
Total or average(c)	244	1.89	2.16	14
Different occupation				
White-collar	4	(d)	(d)	--
Blue-collar	41	1.76	2.37	35
Total or average(c)	51	1.80	2.39	33

(a) Medians computed from grouped data.
(b) Includes only respondents employed as wage and salary workers by the same employer in 1966 and 1967.
(c) Total includes service and farm workers not shown separately.
(d) Median not computed where there are fewer than 20 sample cases.

Table 3.16 Comparative Attitude toward Job, 1966 and 1967, by Comparison of Three-Digit Occupations, 1966 and 1967, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(a)

(Percentage distribution)

Comparative attitude toward 1966 and 1967 job	WHITES		BLACKS	
	Same occupation	Different occupation	Same occupation	Different occupation
Like 1967 job more	26	65	28	76
Like 1967 job same	67	27	63	21
Like 1967 job less	7	9	10	3
Total percent	100	100	100	100
Total number (thousands)	1,678	393	244	51

(a) Includes only respondents employed by the same employer in 1966 and 1967.

of the armed forces during the year. An additional 1.6 percent of those whites and 5.6 percent of the blacks were not reinterviewed due to the inability of the Census interviewer to locate them.[20]

Table 3.17 Observed and Adjusted Rates of Geographic Movement between 1966 and 1967 Surveys, by Age in 1967 and Color: Respondents Not Enrolled in School in 1966 and 1967

Age in 1967	Total number(a) (thousands)	Observed rate(b)	Adjusted rate(c)
	WHITES		
15-20	1,286	11.0	13.0
21-25	3,262	11.2	12.1
15-25	4,548	11.2	12.2
	BLACKS		
15-20	266	5.9	9.2
21-25	543	6.5	13.5
15-25	809	6.3	12.1

(a) This base actually only applies to the observed rate of geographic movement. The base for the adjusted rates is the age-color subgroup of the 1966 sample as modified by footnote c.

(b) Proportion of 1967 respondents who changed residence across county (or SMSA) lines between 1966 and 1967.

(c) Adjusted by assuming that (1) the relevant base is those who remained in the civilian population in 1967; (2) 1967 noninterviewees because of "unable to locate" changed residence across county lines; and (3) the proportion of those noninterviewees who stayed in the civilian population and returned to school in 1967 was the same as the proportion of those reinterviewed in 1967 who returned to school.

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[20] These percentages are smaller than those shown in Appendix Table A-1, because in that table the group classified as "unable to contact" includes some respondents inaccessible to the interviewer even though their location was ascertained--e.g., those who were temporarily absent from the residence.

In an effort to estimate the extent to which the observed rates of geographic movement understate the "true" rates, an adjusted rate has been constructed utilizing several assumptions regarding the noninterviewees (Table 3.17). The calculations are based on the assumption that the proportion of those noninterviewees who stayed in the civilian population and returned to school between the surveys is the same as the proportion of those reinterviewed in 1967 who returned to school. Furthermore, the adjusted rate is constructed on the premises that (1) since the focus of interest is the civilian population, those who entered the armed forces should be excluded from the base population; and (2) all the noninterviewees who could not be located made geographic moves during the year.

Among the several conclusions which are obvious from comparing the observed and adjusted rates of geographic movement is that the adjustment process strongly affects the direction and magnitude of an intercolor difference in geographic movement which one measures. Thus, although the succeeding tables in this section will exhibit a considerably higher rate of geographic movement among whites than among blacks, there will be no discussion of an intercolor difference because the data are not adequate for this purpose.[21] Another implication of the adjustment process is that even the altered rates exhibit no significant difference between the two age groups.[22] The absence of a significant relationship between age and rate of geographic movement is inconsistent with our _a priori_ reasoning which hypothesized an inverse one based on the different distributions of the age groups according to marital status, educational attainment, and labor force experience, all of which have been shown to affect strongly the extent and pattern of geographic movement. This age-effect problem is considered at subsequent points in this section where relevant data can be brought to bear on it.

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[21] The focus of the discussion, as in other sections of the chapter, is men in their early twenties and the adjusted rates prohibit us from being confident that the difference in the "observed" data really exists. Also, the data currently available to us do not permit adjustment of all the relevant figures according to the assumptions used in constructing Table 3.17. Another fact making us suspicious of the intercolor difference in the observed rates is that no such difference was apparent when we approached the question with one-year-retrospective data. See Parnes, _et al._, _Career Thresholds_, Vol. I. pp. 110-13.

[22] The apparent positive relationship among blacks between age and the adjusted rate of geographic movement is not significant according to our statistical tests.

Correlates of Change

Demographic characteristics On the basis of past research we expected that men in their early twenties who are married would be more likely than their nonmarried counterparts to make a change of geographic location. In addition, a positive association was anticipated between *change* in marital status and rate of geographic movement because of the disequilibrating effect of the former on all life-style patterns. Among whites the data are consistent with these hypotheses, although the difference in rate of movement between those who were married both years and those who were never-married both years is not significant (Table 3.18).[23] Inexplicably, the data for blacks offer no support for either hypothesis.

Since the decision to make a change of residence largely devolves upon the head of the household, we expected a strong association between the incidence of geographic movement and the pattern of living arrangements. That is, we anticipated that men in their early twenties who were heads of households in 1966 or who became heads of households in the intervening year would exhibit higher rates of movement than those who were still living with their parents in 1967. The figures bear out the hypothesis quite strikingly (Table 3.18). In conjunction with the (sometimes competing) secular trends of urbanization and suburbanization in American society we expected to find differences in rates of geographic movement associated with different areas of residence. More specifically, we anticipated higher rates among those living in the central city of an SMSA or entirely outside an SMSA than among those residing within an SMSA but not in its central city. The observed differences are all in the hypothesized direction, though the only significant one is the comparison, among blacks, between suburban dwellers and those who lived outside of an SMSA--i.e., a difference of 10 percentage points.

Another constellation of demographic characteristics expected to be related to the likelihood of geographic movement is composed of education, occupational training during the year between the surveys, amount of labor market knowledge, and veteran status. A positive relationship to the rate of geographic movement was postulated for all three measures. The veteran-status variable is included in this constellation because young men frequently obtain training in the armed forces which enhances their

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[23] The difference in comparative marital status distribution between the two age groups--i.e., 15 to 20 and 21 to 25--may explain the lack of an overall relationship between age and geographic movement. Among whites, the younger men who were married at both survey dates were more likely than their older counterparts to move geographically, but the reverse association is apparent among those who changed marital status during the year. These opposite differences, and the fact that the older group was more likely to change status during the year, interact to produce no consistent age effect on movement.

Table 3.18 Observed Rate of Geographic Movement(a) between 1966 and 1967, by Selected Demographic Characteristics and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year

Characteristic	WHITES		BLACKS	
	Total number (thousands)	Rate of geographic movement	Total number (thousands)	Rate of geographic movement
All respondents	3,262	11	543	6
Comparative marital status 1966 and 1967				
Married, both years	2,010	11	248	4
Never-married, both years	801	6	211	10
Never-married 1966, married, 1967	299	20	35	0
All other	145	24	47	4
Living arrangements, 1967				
With parents	732	6	169	1
Not with parents	2,530	13	374	9
Area of residence, 1966				
Outside of an SMSA	1,319	12	192	10
Central city of an SMSA	838	13	296	6
In an SMSA, not in central city	1,103	9	54	0
Highest year of school completed, 1966				
Less than 12	1,045	8	271	7
12	1,535	11	222	3
13-15	395	15	31	0
16 or more	287	18	20	40
Extent and type of training between 1966 and 1967 surveys(b)				
None	2,353	10	457	6
Some	621	14	66	0
White-collar(c)	272	7	27	0
Blue-collar(d)	233	23	28	0
Other(e)	116	10	11	0
Veteran status, 1966				
Nonveteran	2,273	10	458	8
Veteran	961	14	80	0
Navy or Coast Guard	218	25	9	0
Other	743	11	72	0

(a) Percent of respondents whose residence in 1967 was in a county or SMSA different from that in which they resided in 1966.

(b) Universes exclude those respondents with college degrees.

(c) Includes professional/technical, managerial, and clerical training.

(d) Defined as skilled manual training.

(e) Includes all other vocational training and general courses.

occupational skills and which they might not obtain otherwise. In addition, of course, it reflects the fact that the young man already has experienced some geographic movement during his lifetime which probably facilitates future residential changes, especially away from the community in which he was raised.

In general, the data for whites (but not for blacks) are in accord with the hypotheses, although not perfectly consistently. Educational attainment shows the most regular association with rate of geographic movement; among whites, college graduates are more than twice as likely as those with less than a high school diploma to have made a residential change across county lines (Table 3.18).[24] The strong correlation between education and training does not permit us to make very confident statements about an independent relationship between training and geographic change. However, it is interesting to note that the existence of the observed relationship derives solely from the disproportionately high rate of movement by those whites who obtained blue-collar training during the year between the surveys. The magnitude of that rate in comparison with those of young men in the several educational attainment categories is suggestive of an independent association between geographic movement and occupational training.[25] The observation that only Navy and Coast Guard veterans are significantly more likely than nonveterans to have made a geographic change would seem to imply that the variable does not distinguish men according to training received, as suggested above, but that it does serve as a proxy for past geographic movement, also hypothesized earlier. Tabulations not shown here indicate that our measure of extent of labor market knowledge does not serve to distinguish migrants from nonmigrants. We are uncertain at this time whether this is a result of (1) the intervals into which the variable--i.e., score on an occupational information test--was grouped; or (2) an error in measurement of the characteristic; or (3) an unconfirmed hypothesis.[26]

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[24] Tabulations not shown here indicate the observed relationship between education and geographic movement holds true for the adjusted rates (see Table 3.17) as well. Furthermore, it holds among young men 15 to 20 years of age, irrespective of color. Finally, the tabulations also suggest that controlling for educational attainment reveals an inverse association between age and geographic movement among blacks in general and among whites with less than a college degree.

[25] The case for the independence of the association may be strengthened by the fact that college graduates, among whom geographic movement rates are highest, are not asked about occupational training received during the year.

[26] It perhaps should be emphasized that the occupation information test does not purport to measure knowledge of geographic differences in job opportunities or in potential earnings.

A final demographic characteristic which we anticipated would bear a direct relation to the likelihood of geographic movement during the 12 months between the surveys is length of time at 1966 residence. Since this is clearly an inverse of a measure of past geographic movement it was expected to be negatively associated with current changes of residence--i.e., we would predict lower geographic movement rates the longer the time lived at the 1966 residence. The data for whites are uniformly consistent with the hypothesis (Table 3.19). Although the figures for blacks are irregular, those who had moved recently (i.e., residents of less than one year in 1966) exhibited a considerably higher rate of movement than those in either of the two highest length-of-residence categories.

Table 3.19 Observed Rate of Geographic Movement[(a)] between 1966 and 1967, by Length of Time in 1966 County of Residence and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year

Length of time in 1966 county of residence	WHITES		BLACKS	
	Total number (thousands)	Rate of geographic movement	Total number (thousands)	Rate of geographic movement
Less than 1 year	392	31	64	25
1-4 years	619	18	89	2
5-14 years	406	11	60	0
15 years or more but less than entire life	357	9	97	3
Entire life	1,430	4	226	7
Total or average	3,262	11	543	6

(a) Percent of respondents whose residence in 1967 was in a county or SMSA different from that in which they resided in 1966.

Personal financial characteristics It was reasoned in designing the analysis that several financial measures would bear strong relationship to geographic movement. Only the two presented below exhibit clear distinctions between migrants and nonmigrants. Consistent with the oft-cited association, our data indicate that home owners were much more closely bound to the community in which they lived in 1966 than were renters (Table 3.20). To the extent that geographic movement is a phenomenon precipitated by economic adversity in the location of origin we hypothesized that receipt of public assistance would be associated with higher-than-average rates of migration. This is in contrast to the relationship hypothesized by some other investigators who have suggested that because of residence requirements for eligibility, the receipt of public assistance inhibits geographic movement. The data are consistent with our form of the hypothesis for blacks (Table 3.21); for whites there are insufficient sample cases of welfare recipients to warrant any conclusion on the matter.[27]

Table 3.20 Observed Rate of Geographic Movement(a) between 1966 and 1967, by Home Ownership in 1966 and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year(b)

Home owner in 1966	WHITES		BLACKS	
	Total number (thousands)	Rate of geographic movement	Total number (thousands)	Rate of geographic movement
Yes	660	6	55	0
No	1,528	16	195	6
Total or average	2,192	13	250	5

(a) Percent of respondents whose residence in 1967 was in a county or SMSA different from that in which they resided in 1966.

(b) Includes only respondents who are heads of households.

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[27] Lansing and Mueller find no support for the alternative hypothesis--i.e., that welfare is immobilizing. The Geographic Mobility of Labor, pp. 323-32. Although not shown in Table 3.21, it is perhaps well to note that migrants were less likely than nonmigrants to be receiving public assistance payment in 1967, though the relationship appears to be statistically significant only for the blacks.

Table 3.21 Observed Rate of Geographic Movement(a) between 1966 and 1967, by Whether Received Public Assistance in 1966 and Color: Respondents 21 to 25 Years of Age Not Enrolled in school in Either Year

Receipt of public assistance in 1966	WHITES		BLACKS	
	Total number (thousands)	Rate of geographic movement	Total number (thousands)	Rate of geographic movement
Yes	88	5	72	17
No	3,077	11	462	5
Total or average	3,165	11	534	7

(a) Percent of respondents whose residence in 1967 was in a county or SMSA different from that in which they resided in 1966.

Comparative labor market experience, 1966 and 1967 Still another method of testing whether geographic movement is economically functional in the sense of migrants improving their position relative to nonmigrants is to examine their respective labor force status at the two points in time. Hypothesizing that adversity does precipitate movement and that movement does result in relatively improved economic conditions for movers vis-a-vis nonmovers, we would expect migrants to have had a higher unemployment rate in 1966 than nonmigrants and to have reduced their unemployment relative to nonmigrants in 1967. The data are consistent with both hypotheses, irrespective of color group, although it must be admitted that the differences in unemployment rates are exceedingly small and not statistically significant (Table 3.22). Whereas 1966 migrants had a higher rate of unemployment than nonmigrants, in 1967 they had an absolutely as well as relatively lower rate. Among whites, this may be attributable to the fact that the labor force participation rate fell slightly between 1966 and 1967 for those who made a geographic move and rose slightly for those who did not move. In other words, a discouragement effect may have obtained among migrants. Such an interpretation is not possible among blacks, however, since the participation rate of those young black men who changed geographic locations rose in the face of the decline in the unemployment rate. Finally, there is no evidence for either color group that a noninterview bias is operative here which would make the observed relationships spurious.

Table 3.22 Comparison of Labor Force and Employment Status in Survey Weeks of 1966 and 1967, by Migration Status and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year[a]

Migration status	Total number (thousands)	Labor force participation rate		Unemployment rate	
		1966	1967	1966	1967
	WHITES				
Migrant	355	100.0	98.9	1.7	1.0
Nonmigrant	2,800	98.7	99.0	1.5	1.3
Total or average	3,248	98.8	99.0	1.6	1.2
	BLACKS				
Migrant	35	96.8	100.0	3.5	0.0
Nonmigrant	496	96.1	97.6	2.9	5.3
Total or average	540	96.2	98.0	3.1	3.0

(a) Universe excludes those young men who were out of the labor force and reported themselves unable to work.

As would be expected, migration occurs much more frequently among employed youth who make employer changes than among those who do not (Table 3.23). Nevertheless, it is noteworthy that even those who do not change employers include a number of "migrants" in the sense of individuals who change residence across county (or SMSA) lines (6 percent in the case of whites, 3 percent in the case of blacks). Such geographic movement is consistent with job stability because not all changes of residence across county lines are actually changes in labor market area, and also because some geographic moves undoubtedly are caused by job transfer or reassignment which, by definition, do not involve interfirm movement. Little is known for the labor force as a whole, about the proportion of all interfirm job changes that involve geographic movement. It is noteworthy, therefore, that for this age group of young men, about one-fourth of all those who changed employers also changed their residence from one labor market area to another.[28] However, that fraction is four times as great as the proportion of those who stayed with the same employer while making a geographic move. Reflecting the reassignment phenomenon, white men in their early twenties who moved occupationally within a firm were nearly three times as likely as those who did not change occupations to have changed geographic locations as well.

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[28] This is substantially smaller than the estimate by former Secretary of Labor Wirtz that about half of all interfirm shifts involve geographic moves, as noted and discussed in H. S. Parnes, "Labor Force Participation and Labor Mobility," pp. 44-45.

Table 3.23 Observed Rate of Geographic Movement[(a)] between 1966 and 1967, by Selected Aspects of Job Status, 1966 and 1967, and Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year[(b)]

Job status aspect	WHITES		BLACKS	
	Total number (thousands)	Rate of geographic movement	Total number (thousands)	Rate of geographic movement
Comparison of 2-digit industries, 1966 and 1967				
Same	2,094	8	260	5
Different	907	20	205	10
Total or average	3,110	11	479	7
Comparative job status 1966 and 1967				
Same employer	2,071	6	294	3
Same occupation	1,678	4	244	3
Different occupation	393	11	51	0
Different employer	957	24	177	14
Total or average	3,110	11	479	7

(a) Percent of respondents whose residence in 1967 was in a county or SMSA different from that in which they resided in 1966.

(b) Includes only respondents employed in 1966 and 1967.

Other characteristics of the migration process Consistent with the hypothesis that geographic movement is, by and large, a rational, orderly process is our finding that a substantial proportion of migrants had jobs lined up in the destination area prior to actually moving, i.e., more than three-fourths of the whites and more than four-fifths of the blacks (Table 3.24). Moreover, the strong economic motivation for migration among both color groups is evidenced by responses to the inquiry concerning the reasons for the geographic moves. About half of the white migrants and three-fourths of their black counterparts reported such reasons as unemployment and prospects for a better job, while only about

Table 3.24 Selected Characteristics of the Changes of Residence across County Lines between 1966 and 1967 Surveys, by Color: Respondents 21 to 25 Years of Age Not Enrolled in School in Either Year
(Percentage distribution)

Selected characteristic	WHITES	BLACKS
Whether had job lined up		
Yes	77	83
Different job	35	51
Same job, different area	36	14
Transfer	6	17
No	23	17
Total percent	100	100
Total number (thousands)	355	35
Reported reason for move		
Economic	50	74
Community	20	0
Family	14	15
Combination	3	5
Other	13	6
Total percent	100	100
Total number (thousands)	355	35
Distance moved (in miles)		
Less than 50	26	25
50-99	23	0
100-199	10	0
200-399	13	17
400 or more	29	57
Total percent	100	100
Total number (thousands)	355	35

one-seventh reported family reasons (e.g., health considerations, to be near relatives). Finally, changes of residence across county lines are by no means predominantly for short distances. Only about one-fourth of the geographic moves involved a distance of less than 50 miles and a substantial fraction covered more than 200 miles.

IV SUMMARY

The substantial amount of job movement among out-of-school young men during a 12-month period attests to a considerable flexibility in this segment of the U. S. labor force. During the course of the year between the surveys nearly two-fifths of the youth who were employed at both interview dates made at least one interfirm shift. About one-tenth of them changed residence from one county (or SMSA) to another. Even of those who remained with the same employer, approximately one-fifth changed three-digit occupations. In addition, there is marked association among the several types of movement--e.g., about one-fourth of those who changed employers also changed geographic locations across county (SMSA) lines.

By and large, our hypotheses regarding the conventional correlates of job changing are borne out. There is strong evidence that the process of maturation results in greater stability as rates of geographic and interfirm movement are found to be negatively associated with age, tenure on the job, and length of residence in an area. Furthermore, the three aspects of labor market dynamics examined in this chapter can be characterized as functional in the sense that they result in generally improved situations for those who move. This conclusion is all the more remarkable in view of the fact that the data on which the analysis is based include involuntary as well as voluntary job changes.

CHAPTER FOUR*

CHANGES IN EDUCATIONAL ASPIRATIONS OF HIGH SCHOOL YOUTH

Although there has been a great deal of research on the determinants and consequences of the educational aspirations of youth, analyses of year-to-year changes in such aspirations have been attempted only infrequently.[1] In our earlier report based on the first survey of the young men, we noted that their educational goals were unrealistically high in light of known trends in educational achievement. Over 70 percent of the youth 14 to 17 years old who were enrolled in elementary or high school in 1966 wanted at least two years of post-secondary education, while as of 1967 only 38 percent of the young men in the United States between the ages of 20 and 24 had completed as much as a year of college, according to data from the Current Population Survey.[2]

It appears highly unlikely, then, that all young men in our sample will realize their educational goals. This raises two important questions. What determines whether a young man maintains or changes his educational and occupational goals? What are some of the consequences, particularly with respect to retention in school and later labor market behavior, of either maintaining high aspirations or revising them downward.[3] Understanding the relationship between aspirations and later behavior may assist in judging to what extent distant goals of this type are psychologically and socially functional, and how aspirations might be modified deliberately through school counseling and other programs if conscious efforts at change were desirable.

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* This chapter was written by Frederick A. Zeller and John R. Shea.

[1] Among the exceptions is the longitudinal study of tenth graders by Jerald G. Bachman and Associates, reported in Youth in Transition, Vol. I (Ann Arbor, Mich.: Institute for Social Research, Survey Research Center, University of Michigan, 1967). A report on the follow-up survey is to be published later this year.

[2] Parnes, et al., Career Thresholds, Vol. I, p. 165. The CPS estimate is from U.S. Department of Commerce, Current Population Reports, Series P-20, No. 169, pp. 9-10.

[3] High aspirations are associated with high educational attainment and we know that educational attainment is positively related to occupational assignment and, therefore, to earnings. On the other hand maintenance of high aspirations in the face of limited opportunities for their realization may be detrimental to mental health and may have other undesirable consequences as well.

In this chapter we report on a preliminary analysis of intertemporal shifts in educational aspirations and a number of their important correlates. We begin by presenting a conceptual framework for interpreting the empirical relationships. This is followed by a brief examination of the changes in aspiration reported by all youth in the sample who were enrolled in high school in 1967 as well as the reasons given for such changes. We then examine, in turn, the relationship between modification in aspirations and several sets of variables describing personal and familial characteristics of the respondents and the environment in which they live. Most of the analysis is limited to those enrolled in high school in 1967 who aspired to 16 or more years of education in 1966, since in most instances there are insufficient sample cases for a valid cross-tabular analysis of youth with lower aspirations.

I CONCEPTUAL FRAMEWORK

Educational goals, their level and the factors which influence them, have been the subject of considerable research conducted by specialists interested in explaining how the social system distributes young people along the spectrum of economic opportunities. Nearly all students of the subject seek to account for individual variation in aspirational levels in terms of personality factors (e.g., general intelligence, conception of self) and environmental conditions (e.g., educational opportunities).[4] In addition to being affected by achievement motivation, intelligence and other psychological variables, educational and occupational aspirations appear to be related systematically to social class, parental encouragement, and area of residence.[5] Moreover, the influence of these variables on educational aspirations appears to be rather complex. For example, the separate "effect" of socioeconomic status is perhaps greater than that of intelligence for young women, but the opposite may be true for young men.[6] Boys from rural areas and smaller communities appear to have lower aspirations than those from larger population centers, controlling for socioeconomic status and intelligence.[7] Finally, there seem to be fairly considerable differences by race in the effect of several variables on educational aspirations.[8]

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[4] See, for example, "Research in Vocational Development," Vocational Aspects of Counselor Education: A Conference Report (Washington, D.C.: George Washington University, 1965); and John Hayes, "Occupational Choice and the Perception of Occupational Roles," Occupational Psychology (January 1969), pp. 15-22.

[5] William H. Sewell and Vimal P. Shah, "Socioeconomic Status, Intelligence, and the Attainment of Higher Education," Sociology of Education (Winter 1967), pp. 1-23; William H. Sewell and Vimal P. Shah, "Social Class, Parental Encouragement, and Educational Aspirations," The American Journal of Sociology (March 1968), pp. 559-61; and William H. Sewell and Alan M. Orenstein, "Community of Residence and Occupational Choice," The American Journal of Sociology (March 1965), pp. 551-63. Much of the material reported in these articles is from a sample of high school seniors in Wisconsin.

Despite the importance of educational and occupational goals[9] and the volume of research on the subject already completed, not all important questions have yet been answered. For one thing, as has been mentioned, little attention has been paid to change in aspirations. Moreover, even with respect to the determinants of aspirational level at a moment of time, it has been suggested that attention be paid to several additional variables: (1) the availability of economic resources; (2) the student's knowledge of opportunities for assistance in furthering his educational objectives; (3) the student's self-conception, particularly his assessment of his changes for success in college; (4) the student's reference group and the value climate in which he lives; and (5) opportunities available in the school and community.[10]

Unfortunately, measures are not yet available to us for a number of variables that are important for analyzing aspirations. Results of the supplemental school survey undertaken after the first wave of interviews--including intelligence test scores for members of the sample and several measures of school characteristics--were not available in time for inclusion here. Moreover, the interview schedules used thus far have not included measures of so-called "peer effects" and parental influence. We are weighing the desirability of probing for such effects through retrospective inquiry in a later survey.[11]

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[6] Sewell and Shah, "Socioeconomic Status, Intelligence, and the Attainment of Higher Education," p. 1.

[7] Sewell and Orenstein, "Community of Residence and Occupational Choice," p. 551.

[8] For a review of some of the more interesting studies, see Jeffry Piker, Entry into the Labor Force (Ann Arbor, Michigan: Institute of Labor and Industrial Relations, University of Michigan, 1968) pp. 81-87.

[9] As Professor Haller has observed, "Taken by themselves, the zero-order correlations between males' adolescent level of educational and/or occupational aspiration and their early adult levels of educational and occupational attainment are not especially high, ranging from +.46 to +.69. However, such early levels of aspiration appear to be more highly correlated with their respective behaviors than other known variables." Archibald O. Haller, "On the Concept of Aspiration," Rural Sociology (December 1968), p. 486. The studies to which he refers are summarized by Haller and Irwin W. Miller, The Occupational Aspiration Scale: Theory, Structure and Correlates, Technical Bulletin 288 (East Lansing, Michigan: Agricultural Experiment Station, Michigan State University, 1963).

[10] Sewell and Shah, "Social Class, Parental Encouragement, and Educational Aspiration," p. 572.

II CHANGE IN ASPIRATIONS: EXTENT AND REASONS

In the 1966 interview young men enrolled in school were asked, "How much more education would you like to get?" and the question was repeated in identical form in the 1967 survey. Of those enrolled in high school in 1967 who were also in school in 1966, roughly three in ten had revised their educational goals--29 percent of the white youths and 35 percent of the black (Table 4.1). It is noteworthy that downward revision of aspirations between 1966 and 1967 was only slightly more frequent than upward changes, with reductions more common among those who had aspired to college, and increases rather more prevalent for those who had planned on high school graduation only. Among those who in 1967 were high school seniors, raised horizons were more frequent than lowered ones in the case of the whites, while the opposite is true among blacks.

The data are unequivocal on the relative ability of blacks and whites to realize educational goals. Of the estimated 740,000 white male high school seniors who in 1966 aspired to 16 years or more of education, 79 percent were enrolled in college in 1967, 18 percent had left school, and 3 percent remained as seniors. Among 83,000 black seniors in 1966 with the same high aspirations, 48 percent were in college a year later, 41 percent had left school, and 10 percent remained high school seniors.

In 1967, respondents enrolled in high school who reported either higher or lower educational aspirations than those held in 1966 were asked: "Why have you changed your plans?" Nearly half of those who changed their goals cited factors that can be subsumed under the general heading of "interest." "Economic" factors were mentioned by nearly a

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[11] Had questions concerning the perceived influence of parents been raised in earlier surveys, responses might have been suspect, since other persons were frequently present when the subject was interviewed. According to a special tabulation of interviewer checks at the end of the section of the questionnaire on future job plans, another person was present in approximately one-half the 1966 interviews with youngsters 14 to 17 years of age. However, in the judgment of the Census interviewers, the other person influenced the job plan response in only 3 percent of the cases.

Table 4.1 Comparison of Educational Goals, 1966 and 1967, by High School Grade in 1967, Educational Goal in 1966, and Color: Respondents Enrolled in High School in Both Years (a)

(Percentage distribution)

Comparison of educational goals, 1966 and 1967	High school grade in 1967			Educational goal in 1966				Total or average
	9 or 10	11	12	11 years or less	12 years	14 years	16 years or more	
	WHITES							
1967 higher than 1966	11	13	17	100	28	21	6	14
1967 same as 1966	75	70	69	0	72	57	74	71
1967 lower than 1966	14	17	14	0	1	22	20	15
Total percent	100	100	100	100	100	100	100	100
Total number (thousands)	999	1,423	1,435	19	997	447	2,378	3,857
	BLACKS							
1967 higher than 1966	19	14	12	100	26	31	4	15
1967 same as 1966	64	66	66	0	74	49	64	65
1967 lower than 1966	17	20	22	0	0	20	32	20
Total percent	100	100	100	100	100	100	100	100
Total number (thousands)	201	214	186	3	198	66	332	601

(a) Includes a few respondents who were in elementary school in 1966.

fifth of the changers. Other responses were classified under the headings of "ability," "military service," "nothing particular," and sc forth. Among both blacks and whites who revised their aspirations downward, a higher-than-average proportion mentioned "ability," "military service," and "no particular reason" for the change. Looked at somewhat differently, "economic" reasons and "interest" were more often cited by those revising their goals upward than downward.

III CORRELATES OF CHANGE

We turn now to an examination of a number of factors that appear to be related to a downward revision in educational aspirations among those in high school in 1967 who had aspired to 16 years or more of education when first interviewed in 1966.

Family Background

It was anticipated that stability of educational aspirations would be related to levels of family income. More specifically, high aspirations are less realistic (and hence more likely to be revised downward over time) among youth from low income families than among those who are better off financially.[12] This expectation is confirmed by the data in Table 4.2 for white youth, but not for black. For example, 29 percent of the whites in families earning between $3,000 and $5,999 revised their goals downward, while only 11 percent of those in families earning $15,000 or more did so.[13] Among the blacks, the opposite relationship between family income and goal modification prevailed. While there are insufficient sample cases in the two highest income categories for confident estimates, 45 percent of those in families with incomes between $6,000 and $9,999 revised their educational goals downward compared to only 28 percent and 23 percent of those in the two lower income categories ($3,000 to $5,999 and less than $3,000, respectively). Possible reasons for this rather puzzling relationship are considered below.

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[12] Unlike father's education, family income is not a static variable. We intend at some time to examine the relationship between aspirational change and changes in family income. Income is an imperfect indicator of financial ability, however, since family assets and power to borrow are ignored. The latter may be especially important, and in some cases (e.g., loans based on financial need) it may be inversely correlated with other income.

[13] Moreover, less than 1 percent of the former but 7 percent of the latter had higher aspirations in the second year.

Although obviously intercorrelated with each other and with family income, a father's education and occupation are known to be positively related to level of aspiration.[14] Looking only at the simple relationship, there is also a positive association between stability of high aspirations and father's educational level (Table 4.2). For example, among white youth with college aspirations whose father had less than 12 years of schooling, 30 percent revised their goals downward between 1966 and 1967; in contrast, the corresponding percentage of youth whose fathers had college degrees was only 11 percent. Among blacks, those whose fathers had less than 12 years of education were more likely than the sons of high school graduates to shift their horizons downward (36 versus 18 percent). The number of sample cases with fathers who had completed some college is insufficient to warrant any generalization about youth in this category.

Father's occupation also bears the expected relationship to stability of educational aspirations among white youth: 29 percent of those with fathers in blue-collar jobs, but only 14 percent of those whose fathers were in the white-collar occupations shifted their educational goals downward. There are too few sample cases in the white-collar category to permit a confident statement about the relationship in the case of blacks; but it is interesting that, as in the case of income, the relationship appears to be the opposite of that which prevails for the whites.

We are not at all confident about the interpretation that should be placed on the intercolor difference that has been described in the relationship between family income and stability of educational aspirations. The difference, of course, may not be a real one. It may be attributable to sampling variation, or it may simply reflect a greater tendency for poor black than poor white youngsters to have registered a downward revision in educational goals by dropping out of school and thus disappearing from the universe tabulated in Table 4.2. To the extent that the intercolor differences in the relationship is genuine--and, additional tabulations that are not now available will permit us to test this--the data may mean that poor black youngsters cling more tenaciously than white to unrealistic appraisals of their chances for education until they actually encounter the barriers (e.g. grades, money) which prevent realization of educational ambitions. Other plausible explanations come to mind, but all are highly speculative in the absence of additional tabulations which would allow us to test their validity.

Age, Information, and Curriculum

Whether a young man altered his educational goals between the first and second interviews also is markedly related to his age, his high

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[14] Irving Krauss, "Sources of Educational Aspirations Among Working Class Youth," American Sociological Review (December 1964), pp. 867-79.

Table 4.2 Proportion Lowering Educational Aspirations between 1966 and 1967, by Selected Family Characteristics and Color: Respondents Enrolled in High School Both Years[(a)] Who Aspired to 16 or More Years of Education in 1966

Characteristic	WHITES		BLACKS	
	Total number aspiring to 16 or more years in 1966 (thousands)	Percent with lower aspirations in 1967	Total number aspiring to 16 or more years in 1966	Percent with lower aspirations in 1967
1966 total family income[(b)]				
Less than $3,000	59	36	61	23
$3,000-5,999	299	29	130	28
$6,000-9,999	721	22	89	45
$10,000-14,999	719	18	24	19
$15,000 or more	480	11	11	0
Total or average	2,278	20	315	30
Highest year of school completed by father[(c)]				
11 or less	619	30	132	36
12	861	17	53	18
13-15	220	13	11	36
16 or more	400	11	14	57
Total or average	2,136	19	222	32
Occupation of father[(d)]				
White-collar	1,148	14	36	37
Blue-collar	762	29	141	30
Service	52	15	20	68
Farm	115	19	18	23
Total or average	2,378	20	332	32

(a) Includes a few respondents who were enrolled in elementary school in 1966.
(b) Includes only respondents living with family members other than wife.
(c) Includes only respondents who lived with their fathers at age 14.
(d) Refers to head of household if different from father.

school curriculum, the extent of his labor market information, and his exposure to reading materials in the home (Table 4.3). The last three of these, however, are not only correlated with each other, but also with measures of socioeconomic status reviewed in the previous section. We cannot be confident at this point, therefore, that the simple associations that are evident in Table 4.3 actually reflect the independent influence of each of these variables.

So far as age is concerned, there is no substantial relationship with likelihood of change in educational aspiration for white youth, but for black youth it is pronounced. Nearly half (45 percent) of the black 15 year olds in 1967 had revised their aspirations downward while only a quarter (25 percent) of the 16 and 17 year olds did so (Table 4.3). Knowing the age at which large numbers of black youngsters reduce their educational goals also may add meaning to the relationship between high school curriculum and stability of aspirations. It is rather common for tracking to begin after the ninth grade, and the fact that a large proportion of black youth is concentrated in the so-called general curriculum may be related to the modification in educational goal manifest in the responses of many in the youngest age group--those who were 15 years old in 1967. Youth in both color groups who were enrolled in the general curriculum in 1966 are more likely to have lowered their aspirations than those enrolled in the college preparatory curriculum (Table 4.3). While the differences are not large, 24 percent of the whites and 37 percent of the blacks in the general curriculum revised their aspirations downward, compared to 17 percent of the whites and 31 percent of the blacks in the college preparatory curriculum.

The first survey of the young men employed a measure of their occupational information. It was expected that those with greater "knowledge of the world of work" would have more realistic occupational aspirations and would be "...more likely to be able to translate a given aspiration into reality."[15] While this relationship remains to be tested with labor force data from future surveys, we are able to examine the simple relationship between the extent of occupational knowledge and likelihood of a downward revision in educational aspiration. White youth who scored low on the occupational information test are more likely than those whose scores were medium or high to have revised their educational aspirations downward--27 percent versus 18 percent (Table 4.3). Furthermore, although not shown in the table, those with medium and high scores were a little more likely than others to have raised the level of their aspirations. Among black youth, however, the opposite relationship is found. Forty-one percent of those with medium levels of knowledge reduced their educational aspirations between 1966 and 1967 compared to only 29 percent of those with low knowledge of the world of work.[16]

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[15] Parnes, et al., Career Thresholds, Vol. I, p. 120.

[16] There are too few sample cases of black youth with high scores on the occupational information test to permit confident analysis.

Table 4.3 Proportion Lowering Educational Aspirations between 1966 and 1967, by Selected Personal Characteristics: Respondents Enrolled in High School Both Years[a] Who Aspired to 16 or More Years of Education in 1966

Characteristic	WHITES		BLACKS	
	Total number aspiring to 16 or more years in 1966 (thousands)	Percent with lower aspirations in 1967	Total number aspiring to 16 or more years in 1966 (thousands)	Percent with lower aspirations in 1967
1967 age				
15 years	998	18	108	45
16-17 years	1,315	20	202	25
18 years or older	65	44	23	31
Total or average	2,378	20	332	32
High school curriculum[b]				
Vocational	73	17	22	16
Commercial	20	77	12	8
College preparatory	1,355	17	107	31
General	817	24	169	37
Total or average	2,344	20	321	33
Occupation information score				
Low	598	27	190	29
Medium	1,261	18	118	41
High	519	17	25	8
Total or average	2,378	20	332	32
Exposure to reading material at age 14				
Had newspapers, magazines, library card	1,856	17	144	38
Lacked any 1	423	30	87	26
Lacked any 2 or 3	95	26	100	28
Total or average	2,378	20	332	32

(a) Includes a few respondents who were enrolled in elementary school in 1966.
(b) Includes only respondents who have completed one or more years of high school.

In the first survey, respondents were asked to indicate whether they or their parents had a library card and regularly received magazines and newspapers when they (the respondents) were 14 years of age. We anticipated that those who lacked all three of these advantages would be most likely to revise their aspirations downward because they would tend to be among the youth least likely to be aware of the importance of educational attainment in contemporary society. The data are consistent with this expectation for whites, but, once again, not for blacks (Table 4.3). Among white youth, those who had access to all three forms of information were less likely to have lowered (and somewhat more likely to have raised) their aspirations than those who lacked any one of them (17 percent versus 30 percent). But, among the blacks the relationship is reversed. Thirty-eight percent of those who had access to all three forms of information revised their expectations downward compared to only 26 percent of those who lacked any one and 28 percent of those who lacked any two.

Educational Expectations

After being queried in the 1966 survey about how much education they would "like to get," respondents were asked: "As things now stand, how much more education do you think you will actually get?" About a fifth of the white and over a fourth of the black youth who aspired to 16 or more years of education in 1966 actually expected to get less (Table 4.4). As anticipated, a larger proportion of these youth than of those whose expectations equalled or exceeded their aspirations revised their goals downward between 1966 and 1967. This tendency was especially pronounced among the whites, where two-fifths of those whose 1966 expectations fell below their aspirations had reduced their aspirations by 1967, while lowered aspirations occurred among only 14 percent of the others. In the case of the blacks, the difference was not nearly so great. Of those whose 1966 expectations were below their aspirations, 38 percent lowered their goals in 1967; but this was also true of 30 percent of the others. The data suggest that, by and large, aspirations are brought into line with expectations as youths move through adolescence, gain information, and begin to face problems or barriers to realization of their goals.

Occupational Goal

Given the strong vocational orientation of higher education in this country, one expects (and, indeed, finds) a substantial correlation between educational and occupational goals. In both 1966 and 1967, respondents were asked: "Now I would like to talk to you about your future job plans. What kind of work would you like to be doing when you are 30 years old?" Those who in 1966 expressed a goal of 16 or more years of school, but who in 1967 declared their occupational goal to be outside the white-collar category are much more likely than others to have revised their educational goals downward--39 percent of the whites and 41 percent of the blacks (Table 4.5). Rather large proportions

Table 4.4 Comparison of Educational Goals, 1966 and 1967, by Educational Expectations in 1966, Comparison of Expectations and Aspirations in 1966, and Color: Respondents Enrolled in High School Both Years[a] Who Aspired to 16 or More Years of Education in 1966

(Percentage distribution)

Comparison of educational goals, 1966 and 1967	Educational expectations, 1966			Comparison of aspirations and expectations, 1966		Total or average
	College 2 or less	College 4	College 6 or more	Expected same as or more than desired	Expected less than desired	
	WHITES					
1967 higher than 1966	3	7	4	7	3	6
1967 same as 1966	57	80	68	79	57	74
1967 lower than 1966	40	12	28	14	40	20
Total percent	100	100	100	100	100	100
Total number (thousands)	368	1,500	503	1,872	487	2,378
	BLACKS					
1967 higher than 1966	1	5	4	4	4	4
1967 same as 1966	58	71	33	66	58	64
1967 lower than 1966	40	23	63	30	38	32
Total percent	100	100	100	100	100	100
Total number (thousands)	79	216	37	249	84	332

(a) Includes a few respondents enrolled in elementary school in 1966.

of both color groups had not yet made up their minds on occupational goals, yet whites and blacks in this category are quite different with respect to the stability of educational goals between 1966 and 1967. The white youth who have not yet defined their occupational goals differ relatively little from those wanting to be in white-collar positions, suggesting that many of these youngsters may simply have been undecided on a specific managerial-professional career. On the other hand, blacks who do not know what occupation they wish to hold at age 30 are more likely than those in any other category to have reduced their educational aspirations between 1966 and 1967, perhaps indicating lack of information, discouraged plans, actual ambivalence about attempting college, or some other factors.

Table 4.5 Comparison of Educational Goals, 1966 and 1967, by Occupational Goal in 1967, and Color: Respondents Enrolled in High School Both Years(a) Who Aspired to 16 or More Years of Education in 1966

(Percentage distribution)

Comparison of educational goals, 1966 and 1967	White-collar	All other(b)	Don't know	Total or average
	WHITES			
1967 higher than 1966	8	4	2	6
1967 same as 1966	76	57	83	74
1967 lower than 1966	16	39	16	20
Total percent	100	100	100	100
Total number (thousands)	1,552	277	283	2,378
	BLACKS			
1967 higher than 1966	6	4	0	4
1967 same as 1966	72	56	47	64
1967 lower than 1966	22	41	53	32
Total percent	100	100	100	100
Total number (thousands)	211	54	57	332

(a) Includes a few respondents who were enrolled in elementary school in 1966.
(b) Includes those who want to be in the armed forces.

Geographic Characteristics

Whether a white adolescent lives in the central city of a large metropolitan community, in the suburbs, or, for that matter, in a small town bears little relationship to the stability of his educational aspirations from one year to the next (Table 4.6). The same cannot be said, however, of black youth: those living in small cities or rural areas were considerably more likely than others to have lowered their educational goals between 1966 and 1967.

III SUMMARY

There was a rather substantial gross change in the level of educational aspirations of high school students between 1966 and 1967. Among the total group of white youngsters who were enrolled in high school in both years 15 percent lowered their educational objectives, while the corresponding proportion among blacks was fully one-fifth. Nevertheless, it is noteworthy that approximately 14 percent of both color groups raised their sights for additional education. Thus, the net decline in educational aspirations for those who stayed in school was rather modest: between 1 and 2 percent. This decline is very small, given the fact that the 1966 aspirations of youth in school were unrealistically high in light of historic trends in educational attainment.[17]

Reductions in educational goals were especially common among youths who initially wished to obtain some amount of post-secondary education. On the other hand, substantial increases occurred among those who aspired to either 12 years of school or two years of college. In fact, those who had said in 1966 that they wanted two years of college were equally likely to change goals in either direction.

An examination of a number of correlates of aspirational change reveals an intriguing paradox. Among white youth aspiring to 16 or more years of education in 1966, reductions in educational goals were associated with a number of measures of low socioeconomic status: low family income, father being a blue-collar worker, father having less than a twelfth grade education, and the respondent's family lacking regular access to either a newspaper, magazine, or a library card. On the other hand, reduced educational goals of black youth were especially prevalent among those in families in a middle-income category ($6,000-$9,999 per year). Several other of the measures of socioeconomic status display essentially the same inconsistency between the color groups.

We intend to examine these variables more intensively within a multivariate framework. For the moment, however, it is important to recognize the often small number of sample cases underlying some of the

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[17] Despite high aspirations, many youngsters fail to "make it." Of the high school seniors in 1966 who aspired to 16 or more years of education, only 79 percent of the whites and 48 percent of the blacks were enrolled in college at the time of the 1967 survey.

Table 4.6 Proportion Lowering Educational Aspirations between 1966 and 1967, by Selected Residential Characteristics in 1967 and Color: Respondents Enrolled in High School Both Years[(a)] Who Aspired to 16 or More Years of Education in 1966

Characteristic	WHITES		BLACKS	
	Total number aspiring to 16 or more years in 1966 (thousands)	Percent with lower aspirations in 1967	Total number aspiring to 16 or more years in 1966 (thousands)	Percent with lower aspirations in 1967
Area of residence				
Central city of SMSA	481	21	182	29
Outside central city	947	19	42	26
Outside SMSA	949	20	108	39
Total or average	2,378	20	332	32
Size of labor force in local labor market				
500,000 or more	609	16	111	29
100,000-499,999	625	24	98	29
Less than 100,000	1,117	20	123	36
Total or average	2,378	20	332	32

(a) Includes a few respondents who were enrolled in elementary school in 1966.

relationships that have been described and the fact that we have only examined the simple relationships between aspirational change and other variables. Moreover, it may be that a disproportionately large number of blacks in low income families who had aspired to college in 1966 but who revised their goals downward between 1966 and 1967 had already dropped out of school. The data in this chapter, it must be remembered, refer only to those youths who remained in high school in 1967, and had we examined the changes in aspirations of all youngsters who were in school at the time of the first survey we might have found no intercolor difference.

On the other hand, if we assume that the differences between whites and blacks in the types of relationships that have been found are real, what might account for them? There are several possible explanations, but each remains highly speculative in the absence of more refined analysis of the data. Poor blacks may cling more tenaciously than their white counterparts to unrealistically high educational goals. At the same time, compared to middle income whites equally prosperous blacks may be concentrated in circumstances which are inimical to realization of educational ambitions. Relative to the whites in this income group a disproportionately large number of the blacks may be in the twelfth grade, (where downward revision in goals is most common), may be attending inadequate schools, or may face more serious entry barriers to college.

CHAPTER FIVE*

CONCLUDING OBSERVATIONS

In this concluding chapter, some of the findings which hold the most interesting implications for policy and additional analysis are highlighted briefly. Inasmuch as each of the previous chapters contains its own summary, no effort is made here to restate all of the results presented in the report.

The age span covered in the survey includes those years of a young man's life in which he first becomes integrated into the world of work. This is a critical period in the total socialization process. The young man's subsequent labor market behavior is influenced substantially by his educational and early labor market experiences. In this report we have begun an analysis of these experiences by focusing on the magnitude and character of various changes that have occurred over a one-year period--in school enrollment status, labor force participation, unemployment experience, occupational and interfirm mobility, and educational aspirations.

I EDUCATIONAL ATTAINMENT AND ASPIRATIONS

The data pertaining to educational attainment and to decisions regarding dropping out of, returning to, and continuing in school suggest the important influence of family income and other indicators of socioeconomic status, especially for the transition from high school to college. Black young men generally were more likely than white to abandon the educational process, a hardly surprising result in view of their relatively disadvantaged positions in the socioeconomic hierarchy. When controls are introduced for various indicators of socioeconomic status, differences between white and black youth in tendency to drop out of high school are diminished and in some cases actually reversed, but blacks continue to be much less likely than whites to continue their formal education beyond high school--at least within each of the broad categories of socioeconomic status that have been used in the analysis. In this regard, the variable referred to as "exposure to reading material" performs somewhat better than other indicators of social class, and we shall be interested in exploring its relationship to the other measures at a later date.

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* This chapter was written by Roger D. Roderick and Frederick A. Zeller.

The socioeconomic status of the family also emerges as a highly influential factor in explaining the changes in educational aspiration that occurred among high school students between the 1966 and 1967 interviews. Downward revision of aspirations was most prevalent among those whose 1966 educational goals were highest and whose family backgrounds appeared to be least supportive, as indicated by income levels and various other measures of socioeconomic status. These relationships, however, are somewhat more complex for black than for white young men.

These developments in school attendance and in educational aspirations during the course of the year were largely as anticipated. We are unsure at this time, however, about the ultimate relationship between aspirations and actual educational attainment. While maintenance of high goals may condition a young man's perseverance in school, it is clear, particularly for the blacks, that such aspirations are frequently frustrated. The significance of this finding is that it forewarns of the limited results which may accrue when programs designed to increase average educational attainment in the short run are directed only at altering the motivational structure of dropout-prone young men.

There are, of course, factors other than socioeconomic status which influence educational attainment. In future reports data gathered through a special survey of the characteristics of the high schools attended by the respondents will be used to determine the extent to which school environment may influence educational goals and attainment. Scores from mental ability tests of young men, collected in the same survey, will also be used. To the extent that they may be considered measures of scholastic aptitude, they will be employed in an attempt to ascertain the influence of that factor on progression through the school system.

II CHANGES IN LABOR MARKET EXPERIENCE

For the age group of young men under consideration, the passage of one year can make a great deal of difference in labor market status. Between the dates of the two interviews there is evidence of a substantial increase in the extent of labor force participation by the cohort, particularly on the part of those who were in their early teens at the time of the first survey. Moreover, on the basis of comparisons of cross-sectional CPS data with the longitudinal data for the same two time periods, there also appears to be a moderate reduction in the susceptibility of the youth to unemployment, holding demand conditions constant.

The fact that a substantial portion of the age cohort left school between the two surveys is the most important single factor accounting for the increase in labor force participation and for the relative improvement in unemployment experience. Nevertheless, this factor alone does not account for all of the change. Evidently, the mere process of maturation--with all that it implies for knowledge, skills, attitudes, and experience--enhances the attractiveness of young men as workers, or at least their ability to operate successfully in the job market. Of course, the period from 1966 to 1967 was characterized by a generally strong demand for labor. Thus, we cannot say at this point whether the beneficial "aging effect" found here for this cohort would have been present had the demand for their services been less intense.

The tendency for many young men to experiment with various types of jobs as they attempt to actualize their occupational preferences is well known. Our findings on job mobility are consistent with this interpretation of early labor market behavior. Those who were out of school and employed at the time of both the 1966 and 1967 surveys changed employers, geographical locations, and occupations in relatively large numbers. Nearly two-fifths made at least one interfirm change, and some one-fourth of this group relocated across county or SMSA boundaries. Furthermore, about 20 percent of those who remained with the same employer were involved in movement between three-digit occupational categories.

While there has been a great deal of research and policy interest in career patterns and dead-end jobs, occupational movement within establishments has only recently become a subject of careful empirical research. Our results show that the rate of such movement is quite high among young men: indeed, two-and-one-half times as high as that measured by the CPS for the same age cohort over a comparable period of time. We attribute this to differences in the data collection process between the two surveys, and believe that the estimate produced by this survey is probably superior to that generated by the CPS for this segment of the labor force. Overall, the occupational changes within firms were predominantly in the direction of "net economic advantage," and those who made such changes were more likely than nonchangers to have expressed increased satisfaction with their jobs. No significant intercolor differences were found in the rate or the direction of occupational movements over the one-year period.

Even though the data on interfirm movement include both voluntary and involuntary shifts, it can be said that the changes were for the most part beneficial, both psychologically and economically. Even within the narrow age range represented by the sample, the incidence of these interfirm shifts diminished with increasing age, suggesting that the early process of labor market experimentation as well as the effects of maturation and work experience contribute substantially to employment stability.

Our findings, then, point to positive as well as negative aspects of the operation of the labor market for youth. Take, for example, the problem of unemployment. It is true that, on average, youth suffer high rates of joblessness and that the problem is especially severe for blacks. Nevertheless, it must also be recognized that a substantial portion of the unemployment among youth occurs while they are still in school and thus antedates their transition to the status of full-time workers. Indeed, the labor market experience that many young men have while in school appears to be helpful when they ultimately make this transition.

As another measure, consider the high rates of interfirm and occupational movement among young men who are no longer in school. It is undoubtedly true that some portion of this process of shifting is attributable to inappropriate early job choices, and to this extent may be viewed as reflecting imperfections in the labor market mechanism. On the other hand, these high rates of movement, coupled with the generally favorable character of the changes that are made, testify to a healthy flexibility that permits early mistakes to be rectified and improvements in status to be made. The fact that rates of job changing decline substantially with advancing age even within the very narrow age range under consideration suggests that by the time they have reached their mid-twenties most young men, on the basis of experimentation with a variety of possibilities, have arrived at more realistic assessments of their labor force potential and have obtained jobs reasonably acceptable to them in light of their evolutionary career plans.

In any case, it is worthy of note that for the total age group 19 to 25 years of age who were not enrolled in school at the time of either the 1966 or the 1967 survey--irrespective of their educational attainment--four-fifths had experienced no unemployment in the intervening year and almost three-fourths had worked at least 50 weeks. Moreover, of all these youth who were employed in wage and salary jobs at the time of both surveys, well over half were earning over $2.50 per hour at the time of the 1967 interview. Thus, the evidence suggests that for a large majority of young men the labor market operates reasonably effectively in integrating them into the world of work. This, of course, provides no basis for complacency with respect to the minority of youngsters for whom this is not true. One of our objectives as the longitudinal study progresses is to identify this latter group and, on the basis of an analysis of their characteristics and experiences, to be able to suggest measures for mitigating their labor market problems.

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APPENDIX A

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Prefatory Note

The tables in this report have a number of characteristics that deserve some comment. In a study of this kind, interest generally focuses on relative rather than absolute magnitudes, e.g., the proportions of white men and of black men who have a given characteristic, rather than their numbers. Accordingly, data in virtually all tables are presented in terms of percentages. In all cases, however, the base of each percentage is shown, so that its statistical reliability can be estimated. In calculating percentage distributions, cases for which no information was obtained are excluded from the total. This amounts to assuming that those who did not respond to a particular question do not differ in any relevant respect from those who did.[1] All percentage distributions, therefore, should add up to 100 percent; when they do not, it is because of rounding. It should be observed, however, that when absolute numbers do not add to the indicated total, the difference is attributable (unless otherwise noted) to cases for which no information was obtained, as well as to rounding.

Percentages in most tables have been rounded to the nearest whole percentage point. To record them to the nearest tenth would clutter the tables unnecessarily and create the impression of a degree of accuracy that does not in fact exist. To be statistically significant, differences in percentages in this study generally have to be at least several percentage points; thus, there is not much purpose in expressing percentages to the nearest tenth of a point. There are a few exceptions to this general rule. For example, because labor force participation rates are so high and their bases so large, their standard errors are quite small; hence very small differences may be significant.

With rare exceptions, our tables involve at least three-way cross-classifications in which color is almost always one of the variables. Our purpose is generally to ascertain how an independent variable interacts with color to "explain" some aspect of labor market behavior. For example, are marital status and labor force participation related in the same way for black men as for white men? Since we are much more interested in this type of question than in the relation between two variables for the total population irrespective of color, most of our tables omit the totals for blacks and whites combined. It might be mentioned that because of the overwhelming numerical importance of the whites, the distribution of the total population by any variable resembles very closely the distribution of the whites.

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[1] Nonresponse rates exceed 10 percent in only a very few variables. In these cases, nonresponse bias, if suspected, has been taken into account in the interpretation.

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Percentages are shown in all table cells no matter how small the base (and, thus, no matter how statistically unreliable the percentage may be). As a result, there are instances in which the data appear to show a relationship which almost certainly is not real. In our interpretations, of course, we are mindful of sampling error and as a rough rule of thumb we are inclined not to say anything about percentages based upon fewer than 50 sample cases, for sampling error in such instances may be very high. For example, the standard error of a percentage in the neighborhood of 50 is about 10 percentage points when the base is 50 sample cases; for percentages near 5 or 95, the standard error is about 4 percentage points. The reader who wishes to observe the same cautions in interpreting the tables should keep in mind that the "blown up" population figure corresponding to 50 sample cases is approximately 188 thousand for whites and about 68 thousand for blacks.

Table A-1 Attrition Rate (Percent) 1967 Survey, by Reason and by Selected Characteristics of Respondents in 1966

Characteristic, 1966	Total number,[(a)] 1966 (thousands)	Noninterview rate			Armed forces	Total attrition rate
		Refusal	Unable to locate[(b)]	Total or average		
All respondents	16,087	1.3	1.8	3.1	5.3	8.4
Whites	14,046	1.4	1.5	2.8	5.4	8.2
Blacks	2,041	1.2	4.1	5.3	4.7	10.0
14-17 years of age	7,281	1.3	1.3	2.6	3.4	6.0
Whites	6,280	1.3	1.1	2.4	3.6	5.9
Blacks	1,001	1.3	2.7	4.0	2.1	6.1
18-19 years of age	3,054	1.1	1.7	2.8	12.8	15.6
Whites	2,733	1.1	1.6	2.8	12.3	15.1
Blacks	321	0.9	2.2	3.1	16.8	19.9
20-24 years of age	5,752	1.5	2.5	4.0	3.7	7.7
Whites	5,033	1.6	1.8	3.4	3.9	7.3
Blacks	719	1.3	7.0	8.2	2.8	10.8
Enrolled in school	9,722	1.2	1.2	2.4	4.0	6.4
Whites	8,644	1.2	1.1	2.3	4.1	6.4
Blacks	1,078	1.2	1.9	3.1	3.8	6.9
Not enrolled in school	6,365	1.6	2.7	4.3	7.2	11.5
Whites	5,402	1.6	2.0	3.6	7.5	11.1
Blacks	963	1.2	6.6	7.9	5.6	13.4
Married	3,370	1.2	2.3	3.4	1.5	5.0
Whites	3,001	1.3	1.6	2.9	1.4	4.3
Blacks	369	0.0	7.6	7.6	2.4	10.3
Never married	12,566	1.4	1.6	3.0	6.3	9.4
Whites	10,925	1.4	1.4	2.8	6.5	9.3
Blacks	1,641	1.4	3.4	4.8	5.2	10.1
No health limitations	13,698	1.5	1.8	3.2	5.5	8.8
Whites	11,889	1.5	1.4	2.8	5.6	8.5
Blacks	1,809	1.4	4.5	5.9	5.1	11.0
Health limits or prevents work	2,285	0.5	1.9	2.4	4.0	6.3
Whites	2,062	0.5	1.9	2.5	4.3	6.7
Blacks	223	0.0	1.3	1.3	1.3	2.7
Employed in survey week	10,268	1.4	2.2	3.6	6.0	9.5
Whites	8,998	1.4	1.8	3.2	6.1	9.2
Blacks	1,270	1.2	5.1	6.3	5.4	11.7
Unemployed in survey week	838	1.6	2.7	4.3	6.7	10.9
Whites	693	1.8	2.9	4.7	6.7	11.4
Blacks	145	0.7	1.4	2.2	6.5	8.6

Footnotes at end of table.

Table A-1 continued Attrition Rate (Percent) 1967 Survey, by Reason and by Selected Characteristics of Respondents in 1966

Characteristic, 1966	Total number,(a) 1966 (thousands)	Noninterview rate			Armed forces	Total attrition rate
		Refusal	Unable to locate(b)	Total or average		
Out of labor force in survey week	4,981	1.2	0.9	2.1	3.6	5.7
Whites	4,355	1.2	0.6	1.8	3.7	5.5
Blacks	626	1.3	2.7	3.9	3.0	6.9
Worked 52 weeks in past 12 months	5,037	1.7	2.0	3.6	4.0	7.7
Whites	4,504	1.8	1.2	3.0	3.7	6.7
Blacks	533	0.6	8.6	9.2	6.6	15.8
Worked 0-6 weeks in past 12 months	1,217	2.5	2.0	4.6	3.3	7.8
Whites	1,062	2.9	1.7	4.6	3.0	7.5
Blacks	155	0.0	4.5	4.5	5.2	9.7
No weeks of unemployment in past 12 months	12,269	1.2	1.9	3.1	5.8	8.9
Whites	10,788	1.2	1.5	2.8	5.9	8.7
Blacks	1,481	0.7	4.8	5.5	4.8	10.3
15 or more weeks of unemployment in past 12 months	1,142	3.1	1.9	4.9	5.4	10.4
Whites	982	3.4	1.7	5.1	5.0	10.2
Blacks	160	1.2	2.5	3.8	7.5	11.9
No weeks out of labor force in past 12 months	6,320	1.6	2.4	4.0	4.6	8.6
Whites	5,557	1.7	1.8	3.4	4.3	7.8
Blacks	763	0.9	7.2	8.1	5.6	13.8
27+ weeks out of labor force in past 12 months	4,843	1.6	1.3	2.9	5.8	8.7
Whites	4,228	1.7	1.1	2.9	5.8	8.7
Blacks	615	0.7	2.3	2.9	5.5	8.5
White-collar workers	3,800	1.4	2.1	3.6	3.5	7.1
Whites	3,558	1.4	2.2	3.6	3.5	7.1
Blacks	242	1.6	1.6	3.3	3.3	6.6
Blue-collar workers	7,425	1.5	1.8	3.4	6.7	10.0
Whites	6,466	1.5	1.5	3.0	6.8	9.8
Blacks	959	1.4	4.4	5.7	6.0	11.9

Footnotes at end of table.

Table A-1 continued Attrition Rate (Percent), 1967 Survey, by Reason and by Selected Characteristics of Respondents in 1966

Characteristic, 1966	Total number,(a) 1966 (thousands)	Noninterview rate			Armed forces	Total attrition rate
		Refusal	Unable to locate(b)	Total or average		
Private wage and salary workers	12,073	1.5	2.0	3.5	6.0	9.6
Whites	10,584	1.5	1.6	3.2	6.1	9.2
Blacks	1,489	1.1	4.9	6.0	5.8	11.8
Government workers	1,351	0.7	1.2	1.8	5.8	7.6
Whites	1,132	0.7	1.0	1.7	6.4	8.0
Blacks	219	0.5	2.3	2.7	2.3	5.5
Length of service						
Less than 1 year	7,786	1.6	2.0	3.5	6.9	10.5
Whites	6,694	1.6	1.6	3.2	7.2	10.4
Blacks	1,092	1.2	4.2	5.4	5.3	10.7
3 years or more	1,991	1.0	1.8	2.9	4.5	7.3
Whites	1,764	1.1	1.4	2.4	4.4	6.8
Blacks	227	0.9	5.3	6.2	4.9	10.6
Attitude toward 1966 job						
Like job	5,326	1.8	2.3	4.1	6.0	10.1
Whites	4,605	1.8	1.5	3.3	6.2	9.5
Blacks	721	1.4	7.5	8.9	4.9	13.7
Dislike job	585	0.0	5.1	5.1	11.3	16.6
Whites	468	0.0	4.5	4.5	12.0	16.5
Blacks	117	0.0	7.7	7.7	8.5	17.1
Income of respondent in past 12 months						
Less than $3,000	9,110	1.3	1.9	3.2	7.0	10.2
Whites	7,816	1.4	1.6	2.9	7.2	10.2
Blacks	1,294	1.1	4.0	5.1	5.2	10.2
$3,000 or more	4,198	1.5	1.8	3.3	4.0	7.3
Whites	3,869	1.5	1.5	3.0	3.8	6.8
Blacks	329	2.1	4.9	7.0	7.0	14.0
High school curriculum						
Vocational, commercial	1,359	2.2	1.9	4.1	9.5	13.6
Whites	1,093	2.6	1.4	4.0	10.0	14.0
Blacks	266	0.4	4.1	4.5	7.5	12.0
College preparatory	5,801	1.2	1.2	2.4	4.5	7.0
Whites	5,442	1.2	1.2	2.4	4.5	6.9
Blacks	359	1.7	0.8	2.5	5.6	8.1
General	6,890	1.4	2.1	3.5	6.1	9.6
Whites	5,855	1.3	1.8	3.1	6.3	9.4
Blacks	1,035	1.5	4.2	5.7	5.2	11.0

Footnotes at end of table.

Table A-1 continued: Attrition Rate (Percent), 1967 Survey, by Reason and by Selected Characteristics of Respondents in 1966

Characteristic, 1966	Total number,[a] 1966 (thousands)	Noninterview rate			Armed forces	Total attrition rate
		Refusal	Unable to locate[b]	Total or average		
Educational goal						
High school[4]	1,791	1.7	0.7	2.4	4.0	6.4
Whites	1,495	1.9	0.6	2.5	4.1	6.6
Blacks	296	0.7	1.4	2.0	3.7	5.7
College[4]	3,734	1.2	1.5	2.7	5.0	7.7
Whites	3,323	1.2	1.5	2.7	5.2	7.9
Blacks	411	0.7	1.9	2.7	3.6	6.3
Living arrangement at age 14						
With father and mother	13,163	1.4	1.5	2.8	5.2	8.0
Whites	11,976	1.4	1.3	2.6	5.3	8.0
Blacks	1,187	1.3	3.5	4.9	3.4	8.4
With mother only	1,420	0.4	3.1	3.4	5.1	8.6
Whites	961	0.1	3.3	3.4	4.2	7.6
Blacks	459	0.9	2.6	3.5	7.2	10.7
Had newspaper, magazines, library card at age 14	9,213	1.2	1.1	2.3	5.2	7.5
Whites	8,572	1.2	1.0	2.2	5.2	7.4
Blacks	641	2.0	2.5	4.5	4.8	9.4
Lacked newspaper, magazines, library card at age 14	865	1.2	4.7	5.9	3.9	9.8
Whites	470	1.7	3.2	4.9	4.5	9.4
Blacks	395	0.5	6.6	7.1	3.3	10.4
Resided in large labor market area(c)	4,193	2.1	2.2	4.3	5.7	10.1
Whites	3,629	2.1	1.9	4.0	5.7	9.7
Blacks	564	2.5	4.3	6.7	5.7	12.4
Resided in small labor market area(d)	7,541	1.1	1.5	2.6	4.6	7.2
Whites	6,633	1.1	1.1	2.2	4.9	7.1
Blacks	908	0.8	4.3	5.1	2.8	7.8

(a) Figures in this column are population estimates based on number of respondents in 1966.
(b) Includes a few respondents inaccessible to the interviewer even though their location was ascertained.
(c) A large labor market area contains a labor force of 500,000 people or more.
(d) A small labor market area contains a labor force of less than 100,000 people.

Table A-2 Labor Force Participation Rate and Unemployment Rate of Men 14 to 24 Years of Age in the Civilian Noninstitutional Population According to Current Population Survey, by School Enrollment Status, Age, and Color, October 1966 and October 1967[(a)]

(Numbers in thousands)

Age and labor force and employment status	Enrolled			Not enrolled			Total or average		
	10/66	10/67	10/67 minus 10/66	10/66	10/67	10/67 minus 10/66	10/66	10/67	10/67 minus 10/66
	WHITES								
14-15									
Population	3,158	3,247		39	49		3,197	3,296	
Labor force participation rate	17.3	17.8	+0.5	43.6	36.7	-6.9	17.6	18.1	+0.5
Unemployment rate	5.1	12.5	+7.4	0.0	33.3	+33.3	5.0	13.1	+8.1
16-17									
Population	2,729	2,818		292	266		3,021	3,084	
Labor force participation rate	39.9	41.8	+1.9	76.4	75.6	-0.8	43.4	44.7	+1.3
Unemployment rate	8.0	11.2	+3.2	18.8	19.4	-0.6	9.8	12.4	+2.6
18-19									
Population	1,649	1,435		1,147	1,076		2,796	2,511	
Labor force participation rate	38.9	41.3	+2.4	89.2	87.8	-1.4	59.6	61.2	+1.6
Unemployment rate	8.4	9.1	+0.7	7.9	9.2	+1.3	8.1	9.2	+1.1
20-21									
Population	881	1,029		1,082	1,166		1,963	2,195	
Labor force participation rate	38.6	44.2	+5.6	93.8	93.7	-0.1	69.0	70.5	+1.5
Unemployment rate	5.9	5.3	-0.6	4.3	3.8	-0.5	4.7	4.3	-0.4
22-24									
Population	701	695		2,347	2,463		3,048	3,158	
Labor force participation rate	56.6	56.0	-0.6	100.0	98.4	-1.6	90.0	89.1	-0.9
Unemployment rate	0.8	3.6	+2.8	2.3	3.0	+0.7	2.1	3.1	+1.0
	BLACKS								
14-15									
Population	482	491		8	17		490	508	
Labor force participation rate	12.2	13.2	+1.0	12.5	11.8	-0.7	12.2	13.2	+1.0
Unemployment rate	20.3	23.1	+2.8	100.0	0.0	-100.0	21.7	22.4	+0.7
16-17									
Population	401	417		59	57		460	474	
Labor force participation rate	28.9	35.0	+6.1	59.3	75.4	+16.1	32.8	39.9	+7.1
Unemployment rate	20.7	38.4	+17.7	22.9	25.6	+2.7	21.2	35.4	+14.2
18-19									
Population	192	201		199	196		391	397	
Labor force participation rate	25.0	31.3	+6.3	84.9	88.3	+3.4	55.5	59.4	+3.9
Unemployment rate	4.2	31.7	+27.5	11.2	19.1	+7.9	9.7	22.4	+12.7
20-21									
Population	50	82		238	229		288	311	
Labor force participation rate	44.0	57.3	+13.3	95.8	90.0	-5.8	86.8	81.3	-5.5
Unemployment rate	9.1	12.8	+3.7	10.1	13.1	+3.0	10.0	13.0	+3.0
22-24									
Population	35	56		370	370		405	426	
Labor force participation rate	54.3	53.6	-0.7	96.2	94.6	-1.6	92.6	89.2	-3.4
Unemployment rate	0.0	3.3	+3.3	3.1	5.4	+2.3	2.9	5.3	+2.4

(a) Vera C. Perrella, Employment of School Age Youth, October 1966, Special Labor Force Report No. 87 (Washington, D.C.: U. S. Department of Labor, Bureau of Labor Statistics, August 1967), Table D, p. A-8; Forrest A. Bogan, Employment of School Age Youth, Special Labor Force Report No. 98 (Washington, D.C.: U. S. Department of Labor, Bureau of Labor Statistics, October 1968), Table C, p. A-7.

Table A-3 Labor Force and Employment Status, by School Enrollment Status, Age, October 1967, and Color: Males 16 to 24 Years of Age in 1967

Comparison of Current Population Survey and Longitudinal Survey Results

(Numbers in thousands)

School enrollment status and age in 1967	Current Population Survey[(a)]						Longitudinal Survey					
	Population	Labor force					Population	Labor force				
		Total		Employed	Unemployed			Total		Employed	Unemployed	
		Total number	Percent of population		Total number	Percent of labor force		Total number	Percent of population		Total number	Percent of population
WHITES												
Enrolled												
16-17	2,818	1,178	41.8	1,046	132	11.2	2,566	1,490	58.1	1,256	235	15.8
18-19	1,435	593	41.3	539	54	9.1	1,361	760	55.8	649	111	14.6
20-21	1,029	455	44.2	431	24	5.3	865	464	53.6	433	31	6.7
16-21	5,282	2,226	42.1	2,016	210	9.4	4,792	2,714	56.6	2,338	377	13.9
22-24	695	389	56.0	375	14	3.6	571	440	77.0	425	15	3.5
Total or average	5,977	2,615	43.8	2,391	224	8.6	5,363	3,154	58.8	2,763	392	12.4
Not enrolled												
16-17	266	201	75.6	162	39	19.4	430	366	85.1	325	41	11.2
18-19	1,076	945	87.8	858	87	9.2	1,031	939	91.1	909	30	3.2
20-21	1,166	1,092	93.7	1,050	42	3.8	1,253	1,203	96.0	1,189	13	1.1
16-21	2,508	2,238	89.2	2,070	168	7.5	2,714	2,508	92.4	2,423	84	3.3
22-24	2,463	2,424	98.4	2,351	73	3.0	2,276	2,245	98.6	2,195	49	2.2
Total or average	4,971	4,662	93.8	4,421	241	5.2	4,990	4,753	95.2	4,618	133	2.9
BLACKS												
Enrolled												
16-17	417	146	35.0	90	56	38.4	396	198	50.0	151	47	23.7
18-19	201	63	31.3	43	20	31.7	144	88	61.1	63	25	28.4
20-21	82	47	57.3	41	6	12.8	45	27	60.0	23	4	14.8
16-21	700	256	36.6	174	82	32.0	585	313	53.5	237	76	24.3
22-24	56	30	53.6	29	1	3.3	38	33	86.8	33	0	0.0
Total or average	756	286	37.8	203	83	29.0	623	346	55.5	270	76	22.0
Not enrolled												
16-17	57	43	75.4	32	11	25.6	122	104	85.2	86	19	18.3
18-19	196	173	88.3	140	33	19.1	183	172	94.0	154	18	10.5
20-21	229	206	90.0	179	27	13.1	208	199	95.7	184	14	7.0
16-21	482	422	87.6	351	71	16.8	513	475	92.6	424	51	10.7
22-24	370	350	94.6	331	19	5.4	335	329	98.2	307	22	7.7
Total or average	852	772	90.6	682	90	11.7	848	804	94.8	731	73	9.1

(a) Forrest A. Bogan, Employment of School Age Youth, Special Labor Force Report No. 98 (Washington, D.C.: U. S. Department of Labor, Bureau of Labor Statistics, October 1968), Table C, p. A-7.

APPENDIX B

GLOSSARY

AGE

Age of respondent as of last birthday prior to April 1, 1967.

ATTACHMENT TO CURRENT JOB (measured in 1966 survey only)

Relative increase in rate of pay for which an employed respondent would be willing to accept a hypothetical offer of employment with a different employer.

ATTRITION RATE

The proportion of respondents in 1966 who were not interviewed in 1967. The noninterview rate is the proportion of respondents in 1966 who were not interviewed in 1967 for reasons other than entrance into the armed forces.

CLASS OF WORKER

Wage and Salary Worker

A person working for a rate of pay per time-unit, commission, tips, payment in kind, or piece rates for a private employer or any government unit.

Self-employed Worker

A person working in his own unincorporated business, profession, or trade, or operating a farm for profit or fees.

Unpaid Family Worker

A person working without pay on a farm or in a business operated by a member of the household to whom he is related by blood or marriage.

COLOR

The term "black" refers to all those who are not Caucasian and is used in lieu of the more conventional "Negro and other races." For further detail see Chapter 1, footnote 5.

COMPARISON OF ATTITUDE TOWARD JOB, 1966 AND 1967

Whether the respondent says he likes his current job more than, the same as, or less than the job he held in 1966 (irrespective of whether it was the same or a different job).

COMPARATIVE JOB STATUS, 1966 AND 1967

Whether the respondent is working for the same employer or a different employer in 1967 as in 1966.

CURRENT POPULATION SURVEY

Monthly survey of the population conducted by the U. S. Bureau of the Census to estimate the size and characteristics of the labor force.

EDUCATIONAL ASPIRATIONS

Total number of years of regular school that the respondent would like to achieve.

EDUCATIONAL ATTAINMENT: See HIGHEST YEAR OF SCHOOL COMPLETED

EDUCATIONAL EXPECTATIONS

Total number of years of regular school that the respondent feels he will actually achieve.

EMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

EXPOSURE TO READING MATERIALS AT AGE 14 (measured in 1966 survey only)

Whether or not the respondent's family, when he was 14 years old, had a library card and received newspapers and/or magazines in the home.

FAMILY INCOME (1966)

Income from all sources (including wages and salaries, net income from business or farm, pensions, dividends, interest, rent, royalties, social insurance, and public assistance) received by any family member living in the household in 12-month period prior to 1966 survey. Income of nonrelatives living in the household is not included.

HEALTH, EFFECT ON ACTIVITY (measured in 1966 survey only)

Respondent's assessment of whether his physical or mental condition (1) limits his work activity; (2) limits other activity; or (3) for those enrolled in school, limits his school activity.

HIGH SCHOOL CURRICULUM

Orientation and goal of high school courses, usually related to future educational or occupational plans. Categories used are college preparatory, vocational, commercial, or general.

HIGHEST YEAR OF SCHOOL COMPLETED

The highest grade finished by the respondent in "regular" school, where years of school completed are denoted 9-11, 12, 13-15, etc.

HOURLY RATE OF PAY

Compensation--in dollars--for work performed. This is limited to wage and salary workers because it is virtually impossible to ascertain to what extent the earnings of the self-employed are wages as opposed to other kinds of returns. If a time unit other than an hour was reported, hourly rates were computed by first converting the reported figure into a weekly rate and then dividing by the number of hours usually worked per week.

HOURS WORKED DURING SURVEY WEEK

The total number of hours worked at all jobs held by the respondent during the calendar week preceding the date of interview.

INCOME OF RESPONDENT

Income from all sources (including wages and salaries, net income from business or farm, pensions, dividends, interest, rent, royalties, social insurance, and public assistance) received only by the respondent.

INDUSTRY

The 10 one-digit classes of the Bureau of the Census' functional classification of employers on the basis of nature of final product.

JOB

A continuous period of service with a given employer.

Current or Last Job

For those respondents who were employed during the survey week: the job held during the survey week. For those respondents who were either unemployed or out of the labor force: the most recent job.

KNOWLEDGE OF THE WORLD OF WORK: See OCCUPATIONAL INFORMATION TEST

LABOR FORCE AND EMPLOYMENT STATUS

In the Labor Force

All respondents who were either employed or unemployed during the survey week:

Employed

All respondents who during the survey week were either (1) "at work"--those who did any work for pay or profit or worked without pay for 15 hours or more on a family farm or business; or (2) "with a job but not at work"--those who did not work and were not looking for work, but had a job or business from which they were temporarily absent because of vacation, illness, industrial dispute, bad weather, or because they were taking time off for various other reasons.

Unemployed

All respondents who did not work at all during the survey week and (1) either were looking or had looked for a job in the four-week period prior to the survey; (2) were waiting to be recalled to a job from which they were laid off; or (3) were waiting to report to a new job within 30 days.

Out of the Labor Force

All respondents who were neither employed nor unemployed during the survey week.

LABOR FORCE PARTICIPATION RATE

The proportion of the total population or of a demographic subgroup of the population classified as "in the labor force."

LENGTH OF SERVICE IN CURRENT (LAST) JOB

The total number of years spent by the respondent in his current (most recent) job.

LIVING ARRANGEMENT AT AGE 14 (measured in 1966 survey only)

A classification of the people with whom the respondent lived when he was 14 years old. It is primarily used to distinguish whether or not he lived with both parents.

LOCAL LABOR MARKET AREA: See PSU

MARITAL STATUS

Respondents were classified into the following categories: married, spouse present; married, spouse absent; divorced; widowed; separated; and never married. The term "married" in the text includes those respondents who are married, spouse present in the survey week. "Nonmarried" includes all others.

NONSTUDENT

All respondents not enrolled in regular school at the time of the survey.

OCCUPATION

The ten occupation groups are the ten one-digit classes used by the Bureau of the Census in the 1960 Census. The four types of occupation are white-collar (professional and technical workers; managers, officials, and proprietors; clerical workers; and sales workers); blue-collar (craftsmen and foremen, operatives, and nonfarm laborers); service; and farm (farmers, farm managers, and farm laborers).

OCCUPATION DESIRED AT AGE 30

The occupation which the respondent would like to hold when he is 30 years old.

OCCUPATIONAL INFORMATION TEST (measured in 1966 survey only)

A series of questions designed to measure the extent of the respondent's information about the labor market. First, the respondent is asked to choose one of several job descriptions that best matches each of 10 specified job titles. Second, he is asked to indicate the amount of regular schooling typically achieved by men in each of the occupations. Third, he chooses from a pair of occupations the one in which he thinks average annual earnings is higher. For scoring procedure see Chapter 1, p. 5, n. 13.

OUT OF THE LABOR FORCE: See LABOR FORCE AND EMPLOYMENT STATUS

PSU (PRIMARY SAMPLING UNIT)

One of the 235 areas of the country from which the sample for this study was drawn; usually an SMSA (standard metropolitan statistical area) or a county.

REACTION TO HYPOTHETICAL JOB OFFER: See ATTACHMENT TO CURRENT JOB

REGULAR SCHOOL

"Regular" schools include graded public, private, and parochial elementary and high schools; colleges; universities; and professional schools.

RESIDENCE IN COUNTY (SMSA), LENGTH OF

The length of time--in years--the respondent has lived in county or SMSA of present residence.

RESIDENCE AT AGE 14 (measured in 1966 survey only)

Degree of urbanization of area in which respondent lived when he was 14 years old. These areas are defined as rural farm, rural nonfarm, town, suburb of city, city (25,000-100,000), and city (100,000 or more).

SATISFACTION WITH JOB, DEGREE OF

Respondent's report of his feelings toward his job when confronted with the following four alternatives: "like it very much, like it fairly well, dislike it somewhat, dislike it very much."

SCHOOL ENROLLMENT STATUS

An indication of whether or not the respondent is presently enrolled in regular school.

SELF-EMPLOYED: See CLASS OF WORKER

SPELL OF UNEMPLOYMENT

A continuous period of at least one week's duration during which the respondent was unemployed. A spell may be terminated either by employment or by withdrawal from the labor force.

SURVEY WEEK

For convenience, the term "survey week" is used to denote the calendar week preceding the date of interview. In the conventional parlance of the Bureau of the Census, it means the "reference week."

TENURE: See LENGTH OF SERVICE IN CURRENT (LAST) JOB

UNEMPLOYED: See LABOR FORCE AND EMPLOYMENT STATUS

UNEMPLOYMENT EXPERIENCE IN PREVIOUS 12 MONTHS

Cumulative number of weeks in the 12 months prior to the survey that the respondent reported he was looking for work or on lay-off from a job.

UNEMPLOYMENT RATE

The proportion of the labor force classified as unemployed.

UNPAID FAMILY WORKERS: See CLASS OF WORKER

VETERAN STATUS

Whether the respondent served in any branch of the armed services prior to the time of the survey.

VOCATIONAL TRAINING OUTSIDE SCHOOL

Program(s) taken outside the regular school system for other than social or recreational purposes. Sponsoring agents include government, unions, and business enterprises. A training course sponsored by a company must last at least six weeks to be considered a "program."

WAGE AND SALARY WORKERS: See CLASS OF WORKER

WAGE RATE: See HOURLY RATE OF PAY

WEEKS EMPLOYED IN PREVIOUS 12 MONTHS

Cumulative number of weeks in the 12 months prior to the survey that the respondent reported that he worked.

WEEKS IN THE LABOR FORCE IN PREVIOUS 12 MONTHS

Cumulative number of weeks in the 12 months prior to the survey that the respondent reported that he either worked, looked for work, or was on layoff from a job.

WORK EXPERIENCE

Any full- or part-time employment experienced by the respondent any time during his life lasting two or more consecutive weeks.

APPENDIX C*

SAMPLING, INTERVIEWING, AND ESTIMATING PROCEDURES

The Survey of Work Experience of Men 14 to 24 Years of Age is one of four longitudinal surveys sponsored by the Manpower Administration of the U.S. Department of Labor. Taken together these surveys constitute the National Longitudinal Surveys.

The Sample Design

The National Longitudinal Surveys are based on a multi-stage probability sample located in 235 sample areas comprising 485 counties and independent cities representing every state and the District of Columbia. The 235 sample areas were selected by grouping all of the nation's counties and independent cities into about 1,900 primary sampling units (PSU's) and further forming 235 strata of one or more PSU's that are relatively homogeneous according to socioeconomic characteristics. Within each of the strata a single PSU was selected to represent the stratum. Within each PSU a probability sample of housing units was selected to represent the civilian noninstitutionalized population.

Since one of the survey requirements was to provide separate reliable statistics for Negroes and other races, households in predominantly Negro and other race enumeration districts (ED's) were selected at a rate three times that for households in predominantly white ED's. The sample was designed to provide approximately 5,000 interviews for each of the four surveys--about 1,500 Negroes and other races and 3,500 whites. When this requirement was examined in light of the expected number of persons in each age-sex-color group it was found that approximately 42,000 households would be required in order to find the requisite number of Negroes and other races in each age-sex group.

An initial sample of about 42,000 housing units was selected and a screening interview took place in March and April 1966. Of this number about 7,500 units were found to be vacant, occupied by persons whose usual residence was elsewhere, changed from residential use, or demolished. On the other hand, about 900 additional units were found which had been created within existing living space or had been changed from what was previously nonresidential space. Thus 35,360 housing units were available for interview; of these, usable information was collected for 34,662 households, a completion rate of 98.0 percent.

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* This appendix was written by Marie G. Argana, Chief, Longitudinal Surveys Branch, Demographic Surveys Division, U.S. Bureau of the Census.

The original plan called for using this initial screening to select the sample for all sample groups. On reflection it was decided to rescreen the sample in the fall of 1966 prior to the first interview of males 14 to 24. Males in the upper part of that age group are the most mobile group in the entire population and a seven-month delay between the initial screening and the first interview seemed to invite problems.

To increase efficiency, it was decided to stratify the sample for the rescreening by the presence or absence of a 14 to 24 year old male in the household. The probability is great that a household which contained a 14 to 24 year old in March will also have one in September. However, we had to insure that the sample also represented persons who had moved into sample households in the intervening period, so that a sample of addresses which had no 14 to 24 year old males also was included in the screening operation.

This phase of the screening began in early September 1966. Since a telephone number had been recorded for most households at the time of the initial interview, every attempt was made to complete the short screening interview by telephone. Following this screening operation, 5,713 males aged 14 to 24 were designated to be interviewed for the Survey of Work Experience. These were sampled differentially within four strata: whites in white ED's (i.e., ED's which contained predominantly white households), Negroes and other races in white ED's, whites in Negro and other race ED's, and Negro and other races in Negro and other race ED's.

The Field Work

Three hundred thirty-nine interviewers were assigned to this survey. The primary requirement for interviewers was previous experience with the Current Population Survey (CPS). A number of sections of the questionnaire dealt with labor force or socioeconomic concepts which were either similar to or identical with the CPS, thus a significant increase in quality and reduction of training costs was achieved.

Regional office personnel trained the interviewers and office clerks assigned to the survey in their regions. Each trainer was provided with a "verbatim" training guide prepared by the Bureau staff and reviewed by the Manpower Administration and the Center for Human Resource Research of The Ohio State University. The guide included not only lecture material, but a number of structured practice interviews to familiarize the interviewers thoroughly with the questionnaire. A total of 26 training sessions were held in some 20 cities throughout the country. Professional members of the participating organizations observed the regional supervisors during the training sessions.

A field edit was instituted in each regional office to insure adequate quality. This consisted of a "full edit" of each questionnaire returned by each interviewer. The editor reviewed the questionnaires from beginning to end, to determine if the entries were complete and consistent and whether the skip instructions were being followed. This edit was designed to determine if the interviewer understood her job. The interviewer was contacted by phone concerning minor problems, and depending on the nature of the problem was either merely told of her error or asked to contact the respondent for further information or for clarification. For more serious problems the interviewer was retrained either totally or in part, and the questionnaire was returned for completion.

The training of interviewers began on October 23, 1967, and the interviewing immediately after. The interviewing continued until the end of December 1967. A number of factors were responsible for the elapsed time. There are limited times during the day when persons in this age group are available to be interviewed. The requirement that the interviewers be experienced in the CPS caused some delay. For about one week each month the interviewers were not able to work on this survey because of the conflicting demands of the CPS. Finally, extra time was allowed in order to reduce the number of noninterviews resulting from persons who were temporarily not available for interview or who were difficult to locate. Of the 5,713 males 14 to 24 originally selected for the sample, usable questionnaires were obtained from 5,234 cases in 1966.

Summary, 1966 Interview

	Total	Interviews	Noninterviews		
			Total	Refusals	Other
Number of cases	5,713	5,234	479	120	359
Percent of workload	100.0	91.7	8.3	2.1	6.2
Percent of noninterviews			100.0	25.0	75.0

The 5,234 men who were interviewed in 1966 constituted the panel for the 1967 survey. The noninterviews were not included because there would be no base year data. Fourteen persons died between the 1966 and 1967 surveys and 276 men entered the armed forces between the two surveys, leaving 4,944 persons eligible to be interviewed. Usable questionnaires were obtained from 4,787 of these respondents for a completion rate of 96.8 percent.

Summary, 1967 Interview

	Interviewed in 1966	Deceased in 1967	Armed Forces 1967	Eligible for interview 1967	Interviewed 1967	Refused	Unable to contact	All other noninterviews
Number of cases	5,234	14	276	4,944	4,787	65	71	21
Percent of workload	100.0	0.3	5.3	94.4				
Percent eligible for interview				100.0	96.8	1.3	1.4	0.4

Estimating Methods

The estimation procedure adopted for this survey was a multi-stage ratio estimate. The first step was the assignment to each sample case of a basic weight which was equal to the reciprocal of the sampling fraction of the stratum from which it was selected. Thus, for the Survey of Work Experience of Males 14 to 24 there were four different base weights reflecting differential sampling by color within stratum (i.e., white ED's versus Negro and other race ED's).

1. Noninterview Adjustment

The weights for all interviewed persons were adjusted to the extent needed to account for persons for which no information was obtained because of absence, refusals, or unavailability for other reasons. This adjustment was made separately for each of 16 groupings: Census region of residence (Northeast, North Central, South, West); by residence (urban, rural); by color (white, Negro and other races).

2. Ratio Estimates

The distribution of the population selected for the sample may differ somewhat, by chance, from that of the nation as a whole, in such characteristics as age, color, sex, and residence. Since these population characteristics are closely correlated with the principal measurements made from the sample, the latter estimates can be substantially improved when weighted appropriately by the known distribution of these population characteristics.[1] This was accomplished through two stages of ratio estimation, as follows:

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[1] See U.S. Bureau of the Census, Technical Paper No. 7, "The Current Population Survey--A Report on Methodology "(Washington, D.C., 1963), for a more detailed explanation of the preparation of estimates.

a. First-Stage Ratio Estimation

This is a procedure in which the sample proportions were adjusted to the known 1960 Census data on the color-residence distribution of the population. This step took into account the differences existing at the time of the 1960 Census between the color-residence distribution for the nation and for the sample areas.

b. Second-Stage Ratio Estimation

In this final step, the sample proportions were adjusted to independent current estimates of the civilian noninstitutionalized population by age and color. These estimates were prepared by carrying forward the most recent Census data (1960) to take account of subsequent aging of the population, mortality, and migration between the United States and other countries.[2] The adjustment was made by color within four age groupings: 14-15, 16-18, 19-21, and 22-24.

After this step, each sample person has a weight which remains unchanged throughout the five-year life of the survey. The universe of study was thus fixed at the time of interview for the first cycle. No reweighting of the sample is made after subsequent cycles since the group of interviewed persons is an unbiased sample of the population group (in this case, civilian noninstitutionalized males age 14 to 24) in existence at the time of the first cycle only.

Coding and Editing

Most of the questionnaire required no coding, the data being punched directly from precoded boxes. However, the various job description questions used the Bureau's standard occupation and industry codes that are used with the monthly CPS. Codes for the other "open end" questions were developed in conjunction with Ohio State from tallies of usually 10 percent subsamples of the returns.

The consistency edits for the questionnaire were completed on the computer. For the parts of the questionnaire which were similar to the CPS a modified CPS edit was used. For all other sections separate consistency checks were performed. None of the edits included an allocation routine which was dependent on averages or random information from outside sources, since such allocated data could not be expected to be consistent with data from subsequent surveys. However, where the answer to a question was obvious from others in the questionnaire, the missing answer was entered on the tape. For example, if item 16a ("Have you received a degree since we talked to you last year?") was blank, but legitimate entries appeared in 16b, c, and d ("What degree was it?"; "In what field did you receive your degree?"; and "Why did you decide to continue your education after receiving this degree?") a "Yes" was inserted in 16a. In this case only if 16a was marked "Yes," could 16b, c, and d be filled; therefore, the assumption was made that either the key punch operator failed to punch the item or the interviewer failed to mark it.

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[2] See U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 352, Nov. 18, 1966, for a description of the methods used in preparing these independent population estimates.

Further, some of the status codes which depend on the answers to a number of different items were completed using only partial information. The most obvious example is the current employment status of the respondent. That is, whether he was employed, unemployed, or not in the labor force. This is determined by the answers to a number of related questions. However, if one or more of these questions is not completed but the majority are filled and consistent, the status is determined on the basis of the available responses. This gives rise to an artificially low count of "NA's" for certain items.

APPENDIX D

SAMPLING VARIATION

As in any survey based upon a sample, the data in this report are subject to sampling error, that is, variation attributable solely to the fact that they emerge from a sample rather than from a complete count of the population. Because the probabilities of a given individual's appearing in the sample are known, it is possible to estimate the sampling error, at least roughly. For example, it is possible to specify a "confidence interval" for each absolute figure or percentage, that is, the range within which the true value of the figure is likely to fall. For this purpose, the standard error of the statistic is generally used. One standard error on either side of a given statistic provides the range of values which has a two-thirds probability of including the true value. This probability increases to about 95 percent if a range of two standard errors is used.

Standard Errors of Percentages

In the case of percentages, the size of the standard error depends not only on the magnitude of the percentage, but also on the size of the base on which the percentage is computed. Thus, the standard error of 80 percent may be only 1 percentage point when the base is the total number of white men, but as much as 8 or 9 percentage points when the base is the total number of unemployed white men. Two tables of standard errors, one for whites and one for blacks, are shown below (Tables D-1 and D-2).

The method of ascertaining the appropriate standard error of a percentage[1] may be illustrated by the following example. This sample represents approximately 5,900,000 white men who were 15 to 18 years old in 1967. Our estimates indicate that 50 percent of these men were in the labor force at the time of the 1966 interview. Entering the table for white men (D-1) with the base of 5,000,000 and the percentage 50, one finds the standard error to be 6.1 percentage points. Thus chances are two out of three that a complete enumeration would have resulted in a figure between 56.1 and 43.9 percent (50 ± 6.1) and 19 out of 20 that the figure would have been between 37.8 and 62.2 percent (50 ± 12.2).

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[1] Because the sample is not random, the conventional formula for the standard error of a percentage cannot be used. The entries in the tables have been computed on the basis of a formula suggested by the Bureau of the Census statisticians. They should be interpreted as providing an indication of the order of magnitude of the standard error, rather than a precise standard error for any specific item.

Table D-1 Standard Errors of Estimated Percentages of Whites
(68 chances out of 100)

Base of percentage (thousands)	Estimated percentage				
	1 or 99	5 or 95	10 or 90	20 or 80	50
100	2.8	6.0	8.3	11.1	13.9
200	1.9	4.2	5.8	7.8	9.7
350	1.5	3.2	4.4	5.9	7.3
500	1.2	2.7	3.7	4.9	6.1
1,000	0.9	1.9	2.6	3.5	4.3
5,000	0.4	0.8	1.2	1.5	1.9
14,046	0.2	0.5	0.7	0.9	1.2

Table D-2 Standard Errors of Estimated Percentages of Blacks
(68 chances out of 100)

Base of percentage (thousands)	Estimated percentage				
	1 or 99	5 or 95	10 or 90	20 or 80	50
25	3.3	7.3	10.0	13.3	16.7
50	2.3	5.1	7.1	9.4	11.8
100	1.6	3.6	5.0	6.6	8.3
200	1.2	2.5	3.5	4.7	5.8
750	0.6	1.3	1.8	2.4	3.0
1,400	0.4	1.0	1.3	1.8	2.2
2,041	0.4	0.8	1.1	1.5	1.8

Standard Errors of Differences between Percentages

In analyzing and interpreting the data, interest will perhaps most frequently center on the question whether observed differences in percentages are "real," or whether they result simply from sampling variation. If, for example, one finds on the basis of the survey that 3.3 percent of the whites, as compared with 7 percent of the blacks, are unable to work, the question arises whether this difference actually prevails in the population or whether it might have been produced by sampling variation. The answer to this question, expressed in terms of probabilities, depends on the standard error of the difference between the two percentages, which, in turn, is related to their magnitudes as well as to the size of the base of each. Although a precise answer to the question would require extended calculation, it is possible to construct charts that will indicate roughly, for different ranges of bases and different magnitudes of the percentages themselves, whether a given difference may be considered to be "significant," i.e., is sufficiently large that there is less than a 5 percent chance that it would have been produced by sampling variation alone. Such charts are shown below.

The magnitude of the quotient produced by dividing the difference between any two percentages by the standard error of the difference determines whether that difference is significant. Since the standard error of the difference depends only on the size of the percentages and their bases, for differences centered around a given percentage it is possible to derive a function which relates significant differences to the size of the bases of the percentages. If a difference around the given percentage is specified, the function then identifies those bases which will produce a standard error small enough for the given difference to be significant. The graphs which follow show functions of this type; each curve identifies combinations of bases that will make a given difference around a given percentage significant. For all combinations of bases on or to the northeast of a given curve, the given difference is the maximum difference necessary for significance.

Thus, to determine whether the difference between two percentages is significant, first locate the appropriate graph by selecting the one labeled with the percentage closest to the midpoint between the two percentages in question. When this percentage is under 50, the base of the larger percentage should be read on the horizontal axis of the chart and the base of the smaller percentage on the vertical axis. When the midpoint between the two percentages is greater than 50, the two axes are to be reversed. (When the midpoint is exactly 50 percent, either axis may be used for either base.) The two coordinates identify a point on the graph. The relation between this point and the curves indicates the order of magnitude required for a difference between the two percentages to be statistically significant at the 5 percent confidence level.[2]

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[2] The point made in footnote 1 is equally relevant here. The graphs should be interpreted as providing only a rough (and probably conservative) estimate of the difference required for significance.

All this may be illustrated as follows. Suppose in the case of the whites the question is whether the difference between 27 percent (on a base of 6,000,000)[3] and 33 percent (on a base of 5,000,000) is significant. Since the percentages center on 30 percent, Figure 4 should be used. Entering the vertical axis of this graph with 6,000,000 and the horizontal axis with 5,000,000 provides a coordinate which lies to the northeast of the curve showing combinations of bases for which a difference of 5 percent is significant. Thus the 6 percentage point difference (between 27 and 33 percent) is significant.

As an example of testing for the significance of a difference between the two color groups, consider the following. The data in our study show that for young men in the age cohort 21 to 25, 96 percent of the blacks (on a base of 641,000) and 92 percent of the whites (on a base of 4,666,000) are in the labor force. To determine whether this intercolor difference is statistically significant, Figure 1 is used because the midpoint (94 percent) between the two percentages is closer to 95 than 90.[4] Entering this graph at 641,000 on the vertical axis for blacks (calibrated on the right hand side of the figure) and at 4,666,000 on the horizontal axis for whites provides a coordinate which lies to the northeast of the 4 percent curve. Thus, the 4 percentage point difference in labor force participation rate is significant.

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[3] Each of the curves in the graphs of this appendix illustrates a functional relationship between bases expressed in terms of actual sample cases. For convenience, however, the axes of the graphs are labeled in terms of blown up estimates which simply reflect numbers of sample cases multiplied by a weighting factor.

[4] If both percentages are less (greater) than 50 and the midpoint between the two percentages is less (greater) than the percentage for which the curves were constructed, the actual differences necessary for significance will be slightly less than those shown on the curve. The required differences shown on the curves understate the actual differences necessary for significance when both percentages are less (greater) than 50 and the midpoint is greater (less) than the percentage for which the curves were constructed.

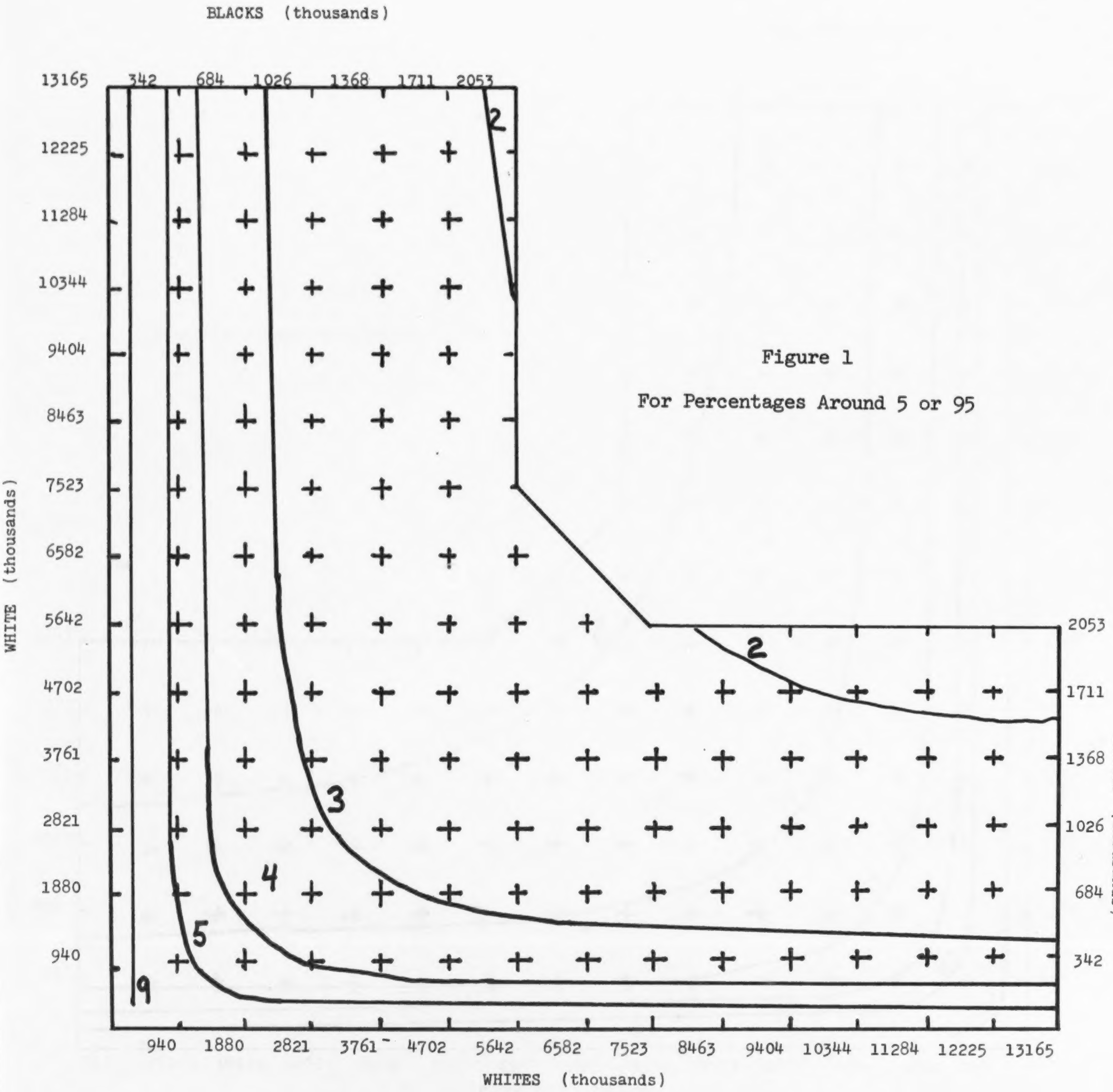

Figure 1

For Percentages Around 5 or 95

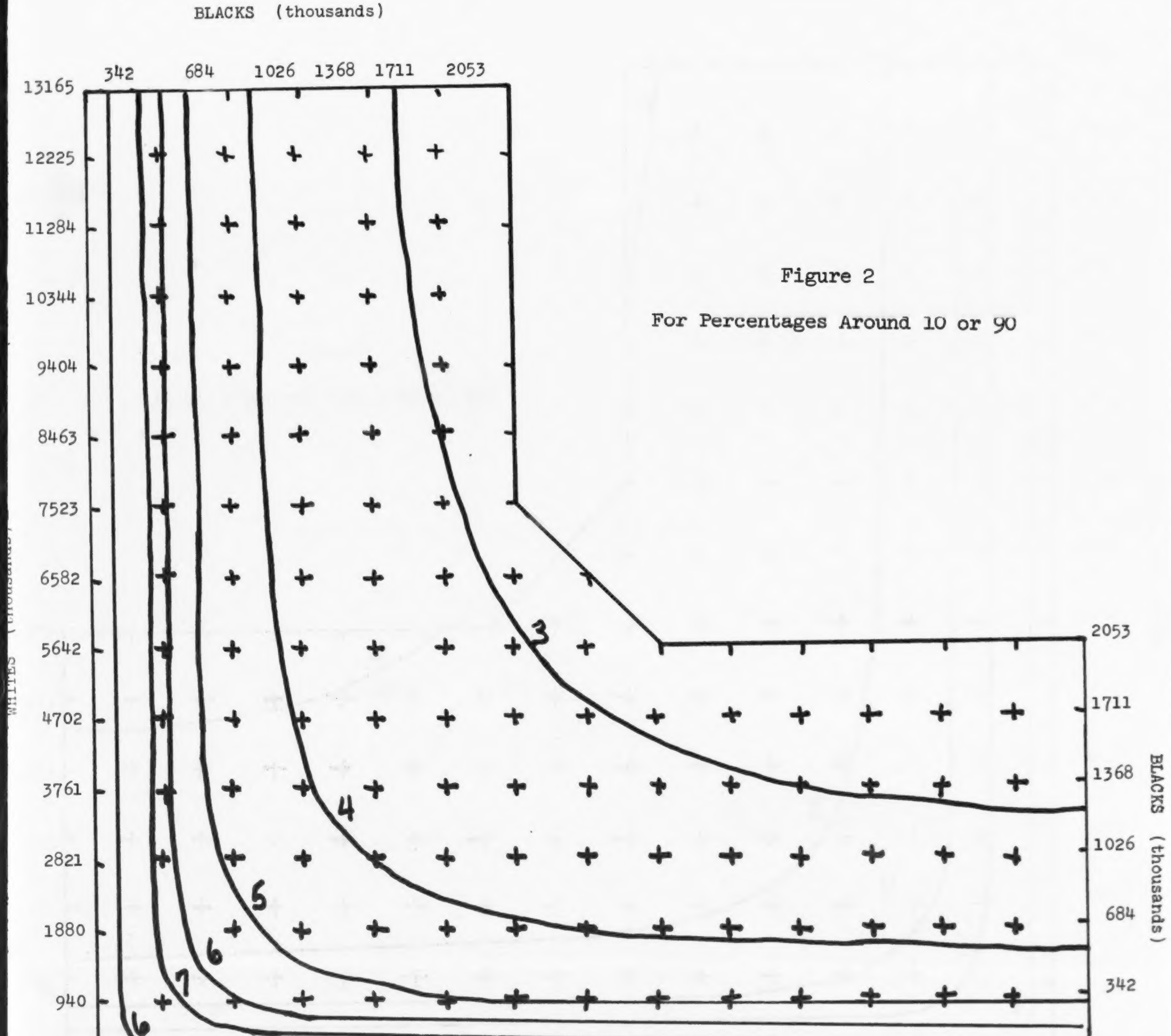

Figure 2

For Percentages Around 10 or 90

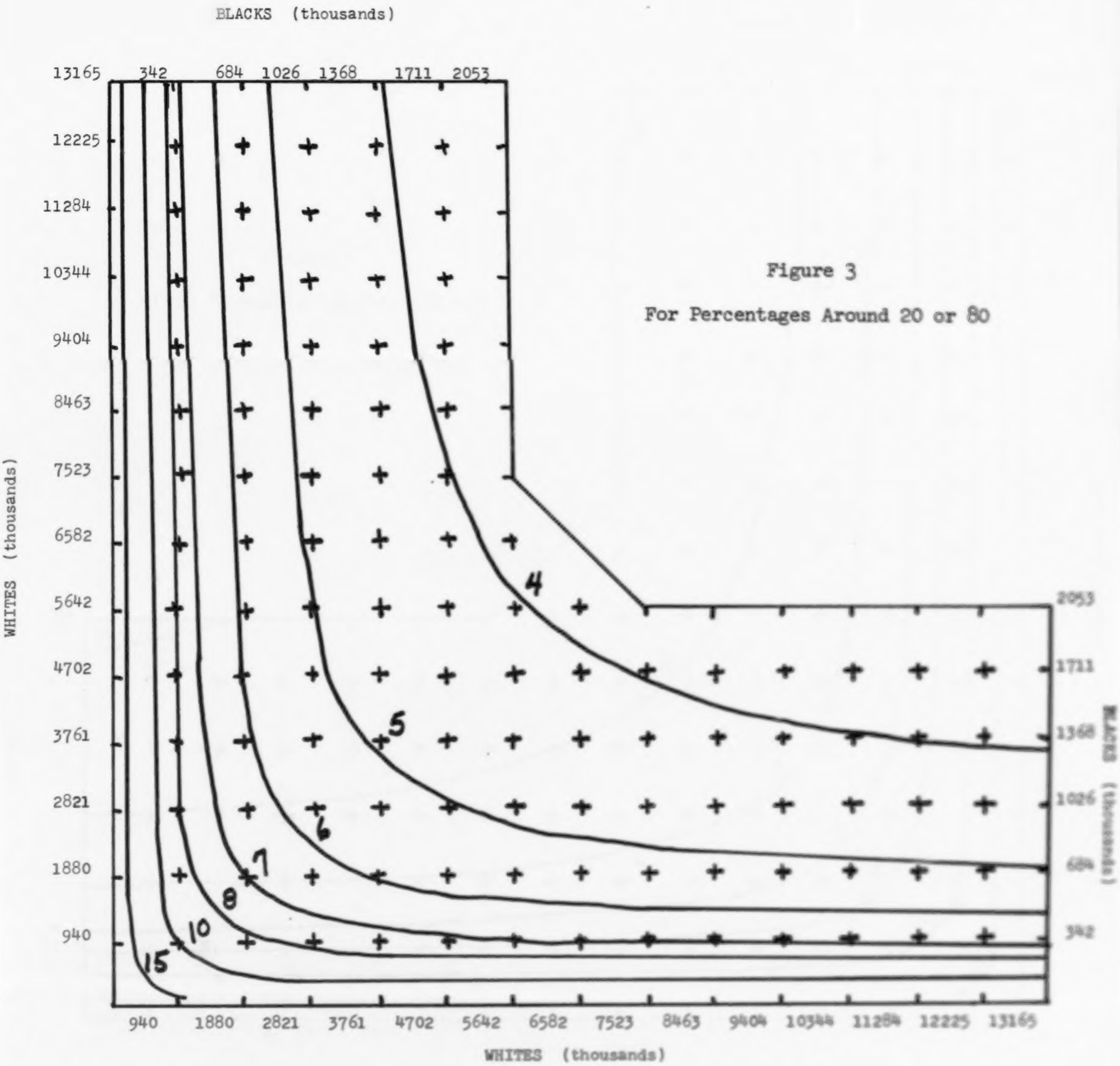

Figure 3

For Percentages Around 20 or 80

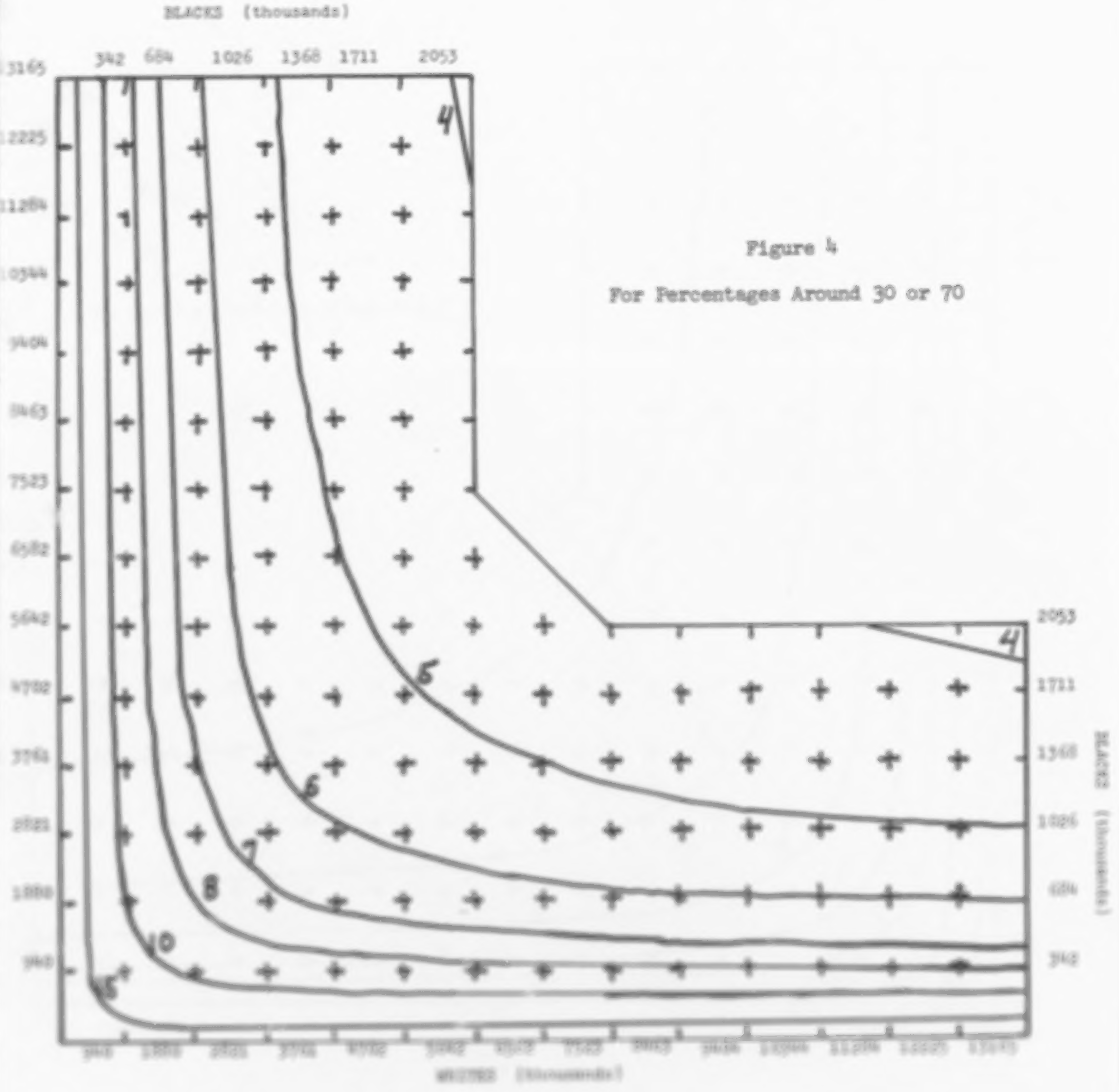

Figure 4

For Percentages Around 30 or 70

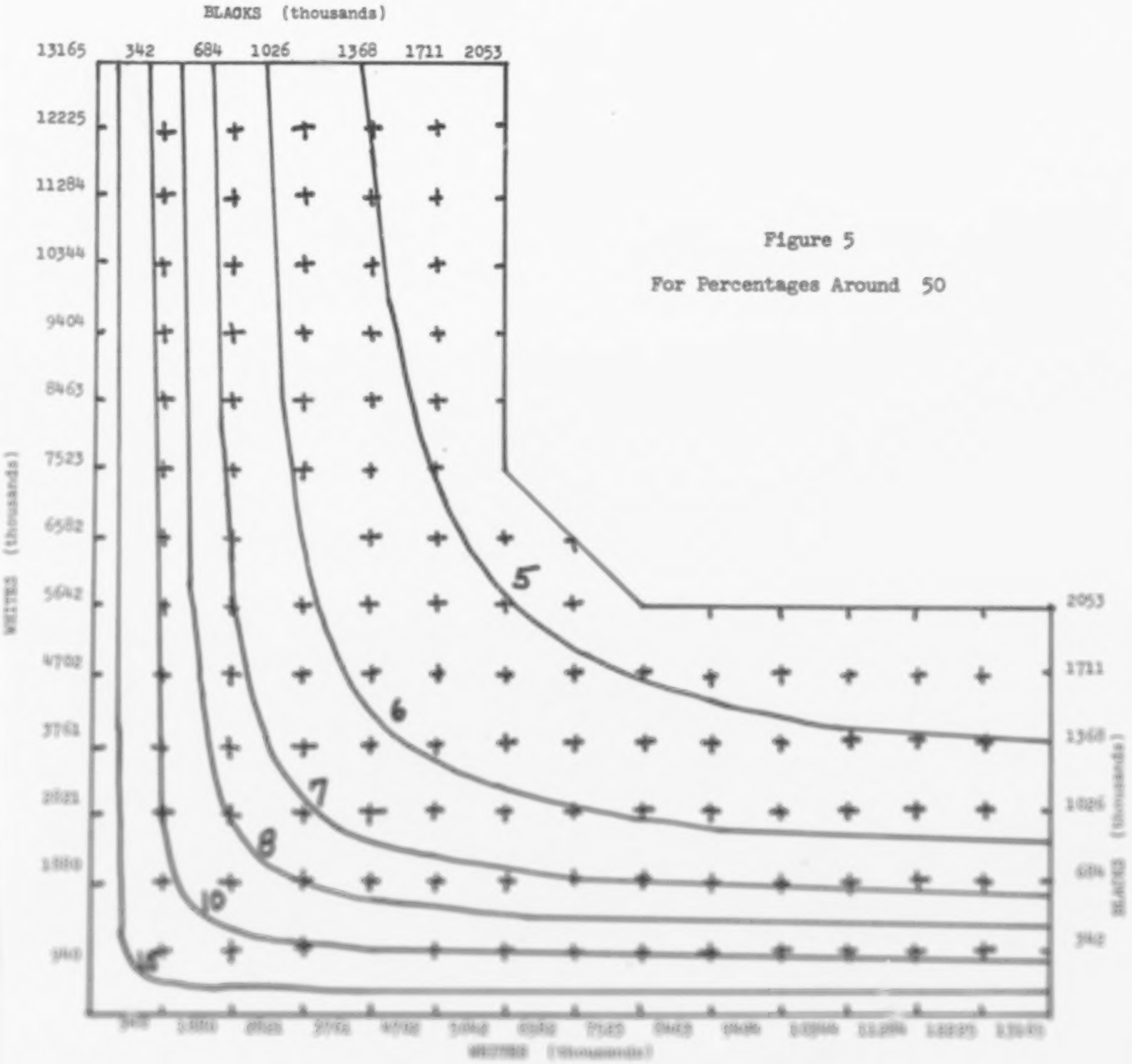

Figure 5

For Percentages Around 50

APPENDIX E

1966 INTERVIEW SCHEDULE

1967 INTERVIEW SCHEDULE

Budget Bureau No. 41-R2352; Approval Expires September 30, 1967

FORM LGT-201
(9-8-66)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

NATIONAL LONGITUDINAL SURVEYS

SURVEY OF WORK EXPERIENCE OF MALES 14–24

1966

NOTICE – Your report to the Census Bureau is confidential by law (Title 13 U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

1. Control No.

2. Line number of respondent ____________

3. Name

4. Address ____________

5. Interviewed by:

Code

RECORD OF CALLS

Date	Time	Comments
1.	a.m. p.m.	
2.	a.m. p.m.	
3.	a.m. p.m.	
4.	a.m. p.m.	

RECORD OF INTERVIEW

Interview time		Date completed	Comments
Began	Ended		
a.m. p.m.	a.m. p.m.		

NONINTERVIEW REASON

1 ☐ Temporarily absent
2 ☐ No one home
3 ☐ Refused
4 ☐ Other – *Specify* ____________

TRANSCRIPTION FROM HOUSEHOLD RECORD CARD

Item 2 – Identification code

____

Item 13 – Marital status

1 ☐ Married spouse present
2 ☐ Married spouse absent
3 ☐ Widowed
4 ☐ Divorced
5 ☐ Separated
6 ☐ Never married

Item 15 – Age

____

Item 16 – Race

1 ☐ White
2 ☐ Negro
3 ☐ Other

Item 22 – Tenure

1 ☐ Owned or being bought
2 ☐ Rented
3 ☐ No cash rent

Items 23–25 – Land usage

1 ☐ A
2 ☐ B
3 ☐ C
4 ☐ D
5 ☐ E

If respondent has moved, enter new address

A. EDUCATION AND TRAINING

1. Are you attending or enrolled in regular school?	1 ☐ Yes – *Ask 2* 2 ☐ No – *SKIP to 4*
2. What grade are you attending?	1 Elem. . . . 1 2 3 4 5 6 7 8 – *SKIP to Section D, page 8* 2 High . . . . 1 2 3 4 3 College . . 1 2 3 4 5 6+
3. Since you turned 14, were you ever out of school for an entire school year?	0 ☐ Respondent is 14 – *SKIP to Check Item A* 1 ☐ Yes – *SKIP to 8* × ☐ No – *SKIP to Check Item A*
4. What is the highest year of regular school you have completed?	0 None . . . . 0 – *SKIP to Section E, page 10* 1 Elem. . . . 1 2 3 4 5 6 7 8 2 High . . . . 1 2 3 4 3 College . . 1 2 3 4 5 6+
5. How old were you when you last attended regular school?	Age ________
6. Why would you say you decided to end your education at that time?	0 ☐ Completed 4 or more years of college 1 ☐ Had to work 2 ☐ Couldn't afford college 3 ☐ Lack of ability 4 ☐ Disliked school 5 ☐ Military service 6 ☐ No particular reason 7 ☐ Other – *Specify* ________
7. Between the time you turned 14 and ________ (age mentioned in 5), were you ever out of school for an entire school year or more?	1 ☐ Yes – *Ask 8* × ☐ No – *SKIP to Check Item A*
8. How old were you? *(If more than once, ask about most recent time.)*	Age ________
9. Why were you out of school at that time?	________
10. Why did you return to school?	________
CHECK ITEM A	× ☐ *Enrolled in school or a college graduate (Q. 1 or 4) – SKIP to 17, page 5* 1 ☐ *All others – Ask 11a*
11a. Considering all the experience you have had in working or looking for jobs since leaving school, do you feel that not having more education has hurt you in any way?	1 ☐ Yes 2 ☐ No
b. Why do you feel this way?	(If "Yes") 1 ☐ Can't get as good a job 2 ☐ Difficult to get a job ☐ Other – *Specify* ________ (If "No") 4 ☐ Have a good job 5 ☐ Wouldn't be making as much money ☐ Other – *Specify* ________
12a. If you could, would you like to get more education or training?	1 ☐ Yes – *Ask b* 2 ☐ No – *SKIP to 13a*
b. What kind of courses or training would you like to take?	1 ☐ Technical (vocational) training – *Specify type* ________ 2 ☐ Complete high school 3 ☐ Go to college 4 ☐ Other – *Specify* ________
c. Do you expect that you actually will get this education or training?	1 ☐ Yes ...... When? ________ 2 ☐ No ...... Why not? ________ 3 ☐ Don't know

A. EDUCATION AND TRAINING – Continued

13a. Aside from regular school, did you ever take a program in a business college or technical institute such as drafting, electronics training, etc.?	1 ☐ Yes – *Ask b* 2 ☐ No – *SKIP to 14a*
b. Why did you decide to get more training?	
c. What type of training did you take?	
d. How long did this training last?	Months__________
e. How many hours per week did you spend on this training?	1 ☐ 1–4 2 ☐ 5–9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
f. Did you finish or complete the program?	1 ☐ Yes – *SKIP to h* 2 ☐ No – *Ask g* 3 ☐ Still going on – *SKIP to 14a*
g. Why didn't you complete the program?	
h. Do you use this training on your present (last) job?	1 ☐ Yes 2 ☐ No 3 ☐ Never worked
14a. Aside from regular school, did you ever take a full-time program lasting six weeks or more at a company training school?	1 ☐ Yes 2 ☐ No – *SKIP to 15a*
b. What type of training did you take?	
c. How long did this training last?	Months__________
d. How many hours per week did you spend on this training?	1 ☐ 1–4 2 ☐ 5–9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
e. Did you finish or complete this program?	1 ☐ Yes – *SKIP to g* 2 ☐ No – *Ask f* 3 ☐ Still going on – *SKIP to 15a*
f. Why didn't you complete the program?	
g. Do you use this training on your present (last) job?	1 ☐ Yes 2 ☐ No 3 ☐ Never worked
15a. Aside from regular school, did you ever take apprenticeship training or any other vocational or technical training (NOT counting on-the-job training given informally)?	1 ☐ Yes – *Ask b* 2 ☐ No – *SKIP to 16a*
b. Why did you decide to get more training?	
c. What type of training did you take?	
d. How long did this training last?	Months__________
e. How many hours per week did you spend on this training?	1 ☐ 1–4 2 ☐ 5–9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
f. Did you finish or complete this program?	1 ☐ Yes – *SKIP to h* 2 ☐ No – *Ask g* 3 ☐ Still going on – *SKIP to 16a*
g. Why didn't you complete the program?	
h. Do you use this training on your present (last) job?	1 ☐ Yes 2 ☐ No 3 ☐ Never worked

A. EDUCATION AND TRAINING – Continued

16a. Since you stopped going to school full time, have you taken any additional general courses in a regular school, such as English, math or science?	1 ☐ Yes – *Ask b* × ☐ No – *SKIP to 17*
b. Why did you decide to get more education?	
c. What type of course did you take?	
d. How long did this course last?	Months ________
e. How many hours per week did you spend on this course?	1 ☐ 1–4 2 ☐ 5–9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
f. Did you finish or complete this program?	1 ☐ Yes – *SKIP to h* 2 ☐ No – *Ask g* 3 ☐ Still going on – *SKIP to 17*
g. Why didn't you complete the program?	
h. Do you use this education on your present (last) job?	1 ☐ Yes 2 ☐ No 3 ☐ Never worked
17. Have you ever served in the U.S. Armed Forces?	1 ☐ Yes – **Which branch?** × ☐ No – *SKIP to 22a* 1 ☐ Navy 2 ☐ Army 3 ☐ Air Force 4 ☐ Marines 5 ☐ Coast Guard
18. How did you enter the Armed Forces?	1 ☐ Drafted 2 ☐ Enlisted as a regular 3 ☐ Entered through OCS, ROTC, Service Academy 4 ☐ Other – *Specify* ________
19. How many months were you on active duty in the Armed Forces?	Months ________
20. How old were you when you were separated from active service?	Years ________
21a. Other than basic training, what kinds of training did you receive while you were in the Armed Forces? *(If more than 2, enter those 2 the respondent feels were most important.)* *(Ask b–d for both kinds of training)*	1. ________ 2. ________ 0 ☐ None – *SKIP to e*
b. Did you finish or complete this program?	1. 1 ☐ Yes 2 ☐ No 2. 1 ☐ Yes 2 ☐ No
c. How long did this training last?	1. Months ________ 2. Months ________
d. Do you use this training on your present (last) job?	1. 1 ☐ Yes 2 ☐ No 3 ☐ Never worked 2. 1 ☐ Yes 2 ☐ No 3 ☐ Never worked
e. What military occupation did you have for the longest time?	
f. Were you an officer or enlisted man at that time?	1 ☐ Commissioned or Warrant Officer 2 ☐ Enlisted man *(SKIP to 23)*
22a. Have you ever tried to enter Active Military Service?	1 ☐ Yes – *Ask b* 2 ☐ No – *SKIP to Section B*
b. Why were you not accepted?	1 ☐ Turned down without being examined or tested 2 ☐ Failed both physical and written test 3 ☐ Failed physical examination 4 ☐ Failed written test 5 ☐ Not accepted for other reasons 6 ☐ Don't know reason

B. HIGH SCHOOL EXPERIENCE

23a. What is the name of the high school you attend (last attended)?	____ × ☐ Never attended high school – *SKIP to Section E, page 10*
b. What is this high school's address?	Street City | County State | ZIP code
c. Is this school public or private?	1 ☐ Public 2 ☐ Private
d. In what years have you been (were you) enrolled there?	From ____ To ____
e. Are (were) you enrolled in a vocational curriculum, a commercial curriculum, college preparatory or a general curriculum (during your last year in high school)?	1 ☐ Vocational 2 ☐ Commercial } **What did you specialize (are you specializing) in?** 3 ☐ College preparatory ____ 4 ☐ General ____
CHECK ITEM B	1 ☐ Respondent has completed one or more years of college (Q. 2 or 4) – *SKIP to Section C* × ☐ Respondent has completed less than one year of high school – *SKIP to Section D, page 8* 2 ☐ All others – *Ask 24a*
24a. What high school subject did you enjoy (have you enjoyed) the most?	____ 0 ☐ None – *SKIP to 25a*
b. What is the main reason you enjoyed (have enjoyed) . . .?	1 ☐ Interested in it 2 ☐ Find it easy 3 ☐ Do well in it 4 ☐ Prepares for future job or career 5 ☐ Important for non-vocational reasons 6 ☐ Other – *Specify* ____
25a. What high school subject did you dislike (have you disliked) the most?	____ 0 ☐ None – *SKIP to 26a*
b. What is the main reason you disliked (have disliked) . . .?	1 ☐ Difficult; hard work 2 ☐ Felt it a waste of time 3 ☐ Do poorly in it 4 ☐ Boring 5 ☐ Other – *Specify* ____
In your last full year in high school: 26a. How many hours per week, on the average, did you spend doing your homework?	0 ☐ None 1 ☐ 1–4 2 ☐ 5–9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
b. Where did you normally do most of your homework?	1 ☐ School library or study hall 2 ☐ At home 3 ☐ At friend's home 4 ☐ Other – *Specify* ____
c. Were there any conditions at this place which made it hard for you to study?	1 ☐ Yes – *Ask d* 2 ☐ No – *SKIP to e*
d. What were these conditions?	1 ☐ Noise (distractions) 2 ☐ Lacks necessary facilities (desk, room, etc.) 3 ☐ Other – *Specify* ____
e. Did you take part in any extra-curricular activities at school, such as, sports, dramatics, publications, music, or clubs?	1 ☐ Yes – *Ask f* 2 ☐ No – *SKIP to 27*
f. How many hours per week, on the average, did you spend on these activities?	1 ☐ 1–4 2 ☐ 5–9 3 ☐ 10–14 4 ☐ 15–19 5 ☐ 20 or more
g. What was your favorite extra-curricular activity?	1 ☐ Sports 2 ☐ Publications 3 ☐ Dramatics 4 ☐ Music 5 ☐ Other clubs 6 ☐ Other – *Specify*

B. HIGH SCHOOL EXPERIENCE – Continued

27. When you were not involved in high school activities or studying, what activity took up most of your extra time during your last full high school year?	1 ☐ Non-school related sports 2 ☐ Hobby 3 ☐ Reading 4 ☐ Work for pay 5 ☐ Other – *Specify* ________
28. All things considered, how do you feel about your high school experience?	**Did you (do you) –** 1 ☐ **like it very much?** 2 ☐ **like it fairly well?** 3 ☐ **dislike it somewhat?** 4 ☐ **dislike it very much?**

C. COLLEGE EXPERIENCE

CHECK ITEM C

× ☐ Respondent has never attended college (Q. 2 or 4) – *SKIP to Section D*

1 ☐ Other – *Ask 29a*

ASK FOR EACH SCHOOL ATTENDED

29a. What are the names of all the colleges you have attended?	**b. When were you enrolled there?**		**c. Where is this school located?**	
Name of college	From	To	City	State
1.				
2.				
3.				
4.				

d. What degree did you receive? *(If more than one, record the most recent)*	________ 0 ☐ **Did not receive degree** – *SKIP to g*
e. In what field did you receive your degree?	
f. Why did you decide to major in (field of study mentioned in 29e)?	1 ☐ Interested in it 2 ☐ Do well in it 3 ☐ Advised to do so 4 ☐ Good job possibilities 5 ☐ Other – *Specify* ________
g. What is (was) the full-time tuition per year at (most recent school given in 29a)?	$________
h. Did (do) you have a scholarship, fellowship, assistantship, or other type of financial aid while enrolled at (most recent school given in 29a)?	1 ☐ Yes – *Ask i* 2 ☐ No – *SKIP to k*
i. What kind?	1 ☐ Scholarship or fellowship 2 ☐ Assistantship (teaching, research, etc.) 3 ☐ Loan 4 ☐ Other – *Specify* ________
j. How much was it?	$________
k. Why did you decide to continue your education beyond high school?	1 ☐ College degree necessary for his work 2 ☐ College degree necessary for success 3 ☐ Wanted more education 4 ☐ Avoid military service 5 ☐ Other – *Specify* ________

CHECK ITEM D

0 ☐ Respondent has not completed one year of college (Q. 2 or 4) – SKIP to 31, page 8

1 ☐ Other – *Ask 30a*

30a. What field of study in college did you enjoy (have you enjoyed) the most?	
b. What is the main reason you enjoyed (have enjoyed) . . . ?	1 ☐ Interested in it 2 ☐ Find it easy 3 ☐ Do well in it 4 ☐ Prepares for future job or career 5 ☐ Important for non-vocational reasons 6 ☐ Other – Specify ________

C. COLLEGE EXPERIENCE – Continued

31a. What field of study in college did you dislike (have you disliked) the most?	________________ 0 ☐ None – *SKIP to 32*
b. What is the main reason you disliked (have disliked) . . . ?	1 ☐ Difficult 2 ☐ Felt it a waste of time 3 ☐ Does poorly in it 4 ☐ Boring 5 ☐ Other – *Specify* ________
32. All things considered, how do you feel about your college experience?	**Did(do) you –** 1 ☐ **like it very much?** 2 ☐ **like it fairly well?** 3 ☐ **dislike it somewhat?** 4 ☐ **dislike it very much?**
CHECK ITEM E	× ☐ Respondent is attending college (Q. 2) – *SKIP to 35* 1 ☐ Other – *Ask 33*
33. Would you like to receive more education?	0 ☐ Yes – *SKIP to 35* × ☐ No – *SKIP to Section E*

D. EDUCATIONAL GOALS OF THOSE ENROLLED IN SCHOOL

CHECK ITEM F	1 ☐ Respondent is enrolled in school (Q. 1) – *Ask 34a* × ☐ Other – *SKIP to Section E*

34a. How much more education would you like to get?
(If "None," mark current grade and follow appropriate skip pattern)

	High School (1)	College (2)
0 ☐ Less than high school *(Ask b)*	☐ 1 year ☐ 2 years ☐ 3 years } *Ask b* ☐ 4 years – *SKIP to c*	☐ 2 years (complete junior college or equivalent) ☐ 4 years (graduate from 4-year college) ☐ 6 years (obtain Master's degree or equivalent) ☐ 7 + years (obtain Ph.D. or professional degree) (M.D., Law, etc.) } *SKIP to d*

b. Why don't you want to complete high school?	
c. What do you expect to do when you leave school?	1 ☐ Go to work 2 ☐ Military service 3 ☐ Other – *Specify* ________ } *SKIP to Section E*
d. What college would you like to attend?	Name Location (City and State) 0 ☐ Undecided
e. What field of study would you like to take in college?	________________ 0 ☐ Don't know – *SKIP to 36a*
f. Why would you like to go into this field of study?	1 ☐ Prepares for vocation I'm interested in 2 ☐ Prepares for vocation that pays well 3 ☐ Other – *Specify* ________ } *SKIP to 36a*

35. How much more college education would you like to get?

☐ 2 years (complete junior college or equivalent)
☐ 4 years (graduate from 4-year college)
☐ 6 years (obtain Master's degree or equivalent)
☐ 7 + years (obtain Ph.D. or professional degree) (M.D., Law, etc.)

NOTES

D. EDUCATIONAL GOALS OF THOSE ENROLLED IN SCHOOL – Continued

36a. As things now stand, how much more education do you think you will actually get?

High School (1)	**College** (2)
☐ 1 year	☐ 2 years (complete junior college or equivalent)
☐ 2 years	☐ 4 years (graduate from 4-year college)
☐ 3 years	☐ 6 years (obtain Master's degree or equivalent)
☐ 4 years	☐ 7 + years (obtain Ph.D. or professional degree) (M.D., Law, etc.)

CHECK ITEM G

Amount recorded in 36a is:

1 ☐ Same or greater than amount given in 34a or 35 – *Ask 36b*
2 ☐ Less than amount given in 34a or 35 – *Ask 36c*

b. How will you finance this additional education? . . . .

1 ☐ Scholarship
2 ☐ Loan
3 ☐ Parents
4 ☐ Work
5 ☐ Don't know, not sure
6 ☐ Other – *Specify* ____________

(SKIP to Section E)

c. Why do you think you will actually get less education than you would like to? . . . .

1 ☐ Too expensive; lack of sufficient funds
2 ☐ Difficulty in getting into college
3 ☐ Military obligation
4 ☐ Have to go to work
5 ☐ Other – *Specify* ____________

While answering Section D was another person present?

☐ Yes ☐ No – *Go to Section E*

Would you say this person influenced the respondent's answers?

☐ Yes ☐ No

NOTES

E. CURRENT LABOR FORCE STATUS

37. What were you doing most of LAST WEEK –
working
going to school
or something else?

1 ☐ WK – Working – *SKIP to 38b*
2 ☐ J – With a job but not at work
3 ☐ LK – Looking for work
4 ☐ S – Going to school
5 ☐ U – Unable to work – *SKIP to 41a, page 11*
6 ☐ OT – Other – *Specify*

____

38c. Do you USUALLY work 35 hours or more a week at this job?

1 ☐ Yes – **d. What is the reason you worked less than 35 hours LAST WEEK?**

2 ☐ No – **e. What is the reason you USUALLY work less than 35 hours a week?**

(Mark the appropriate reason)

01 ☐ Slack work
02 ☐ Material shortage
03 ☐ Plant or machine repair
04 ☐ New job started during week
05 ☐ Job terminated during week
06 ☐ Could find only part-time work
07 ☐ Labor dispute
08 ☐ Did not want full-time work
09 ☐ Full-time work week under 35 hours
10 ☐ Attends school
11 ☐ Holiday (legal or religious)
12 ☐ Bad weather
13 ☐ Own illness
14 ☐ On vacation
15 ☐ Too busy with housework, personal business, etc.
16 ☐ Other – *Specify*

____

(If entry in 38d or 38e, SKIP to 42a on page 11 and enter job worked at last week.)

38a. Did you do any work at all LAST WEEK, not counting work around the house?

1 ☐ Yes 2 ☐ No – *SKIP to 39a*

b. How many hours did you work LAST WEEK at all jobs? . . . . ______

CHECK ITEM H

Respondent worked –

1 ☐ 49 hours or more – *SKIP to 42a on page 11 and enter job worked at last week*
2 ☐ 1–34 hours – *Ask c–e*
3 ☐ 35–48 hours – *Ask f–h*

f. Did you lose any time or take any time off from work LAST WEEK for any reason such as illness, holiday, or slack work?

1 ☐ Yes – **How many hours did you take off?** ______

2 ☐ No

NOTE: Correct item 38b if lost time not already deducted; if item 38b is reduced below 35 hours, ask items 38c–e, otherwise skip to 42a.

g. Did you work any overtime or extra hours LAST WEEK?

1 ☐ Yes – **How many extra hours did you work?** . . . . . . ______

2 ☐ No

NOTE: Correct item 38b if extra hours not already included and skip to 42a.

h. Did you work at more than one job or for more than one employer LAST WEEK?

1 ☐ Yes 2 ☐ No

NOTE: Find out whether hours on extra jobs were included in item 38b; if not, correct.
(SKIP to 42a)

(If "J" in 37, skip to 39b)

39a. Even though you did not work LAST WEEK, do you have a job (or business)?

1 ☐ Yes – *Ask b*
x ☐ No – *SKIP to 40a*

b. Why were you absent from work LAST WEEK?

1 ☐ Own illness
2 ☐ On vacation
3 ☐ Bad weather
4 ☐ Labor dispute
5 ☐ New job to begin within 30 days – *Ask 40c(2)*
6 ☐ Temporary layoff (less than 30 days) } *Ask 40c(3)*
7 ☐ Indefinite layoff (more than 30 days or no definite recall date) } *Ask 40c(3)*
8 ☐ School interfered
9 ☐ Other – *Specify*

____

c. Are you getting wages or salary for any of the time off LAST WEEK?

1 ☐ Yes
2 ☐ No
3 ☐ Self-employed

d. Do you usually work 35 hours or more a week at this job?

1 ☐ Yes 2 ☐ No

(Go to 42a and enter job held last week.)

NOTES:

E. CURRENT LABOR FORCE STATUS – Continued

(If "LK" in item 37, skip to 40b)

40a. Have you been looking for work during the past 4 weeks?

1 ☐ Yes   × ☐ No – *SKIP to 41a*

b. What have you been doing in the last 4 weeks to find work?

(Mark all methods used; do not read list)

0 ☐ Checked with school employment service (or counselor)
1 ☐ Checked with public employment agency
2 ☐ Checked with private employment agency
3 ☐ Checked directly with employer
4 ☐ Placed or answered ads
5 ☐ Checked with friends or relatives
6 ☐ Other – *Specify: For example, MDTA, union, or professional register, etc.*
____
7 ☐ Nothing – *SKIP to 41a*

c. (1) How many weeks have you been looking for work?

(2) How many weeks ago did you start looking for a job?

(3) How many weeks ago were you laid off?

Number of weeks__________

d. Have you been looking for full- or part-time work?

1 ☐ Full time   2 ☐ Part time

e. Is there any reason why you could not take a job LAST WEEK?

1 ☐ Yes – *Check reason*
  1 ☐ Needed at home
  2 ☐ Temporary illness
  3 ☐ School
  4 ☐ Other – *Specify* __________
2 ☐ No

f. When did you last work at a full- or part-time job or business lasting two consecutive weeks or more?

1 ☐ 1961 or later
Month________ Year________ } *SKIP to 42a and enter last job*
2 ☐ Before 1961
3 ☐ Never worked 2 weeks or more
4 ☐ Never worked at all } *SKIP to Section H, page 17*

41a. When did you last work at a regular full- or part-time job or business lasting two consecutive weeks or more?

0 ☐ Never worked at all
× ☐ Never worked 2 weeks or more } *SKIP to 45a*
1 ☐ Before 1961
2 ☐ 1961 or later__________
(Month and year)

b. Why did you leave that job?

1 ☐ Personal, family reasons
2 ☐ Health reasons
3 ☐ School
4 ☐ SEASONAL job completed
5 ☐ Slack work or business conditions
6 ☐ TEMPORARY nonseasonal job completed
7 ☐ Unsatisfactory work arrangement (hours, pay, etc.)
8 ☐ Other – *Specify*__________

(SKIP to 45a)

42a. For whom did you work? (Name of company, organization, or other employer)

____

b. Where is . . . located?

City__________
State__________

c. What kind of work were you doing? (For example: civil engineer, stock clerk, typist, farmer, etc.)

____

d. What kind of business or industry is this? (For example: TV and radio manufacturers, retail shoe store, State Labor Department, farm, etc.)

____

e. Were you –

1 ☐ **P – an employee of PRIVATE company, business, or individual for wages, salary, or commission?**
2 ☐ **G – a GOVERNMENT employee (Federal, State, county, or local)?** } *Ask f*
3 ☐ **O – SELF-EMPLOYED in OWN business, professional practice, or farm?**
Is this business incorporated?
☐ Yes   ☐ No
4 ☐ **WP – Working WITHOUT PAY in family business or farm?** } *SKIP to 43a*

f. How much do (did) you usually earn at this job before deductions?

$________ per ________

(If amount given per HOUR, record dollars and cents; otherwise round to the nearest dollar)

43a. How did you find out about this job?

0 ☐ School employment service (or counselor)
1 ☐ Public employment agency
2 ☐ Private employment agency
3 ☐ Employer
4 ☐ Newspaper ads
5 ☐ Friends or relatives
6 ☐ Other – *Specify*__________

b. When did you start working at this job or business?

________ or (if 1966) ________
(Year)   *(Month)*

E. CURRENT LABOR FORCE STATUS – Continued

CHECK ITEM I

1 ☐ Respondent is in Labor Force Group A (WK in 37, or "Yes" in 38a or 39a) and entry in 43b is before October 1965 – *Ask 44a*

2 ☐ Respondent is in Labor Force Group A and entry in 43b is October 1965 or later – *SKIP to 44c*

× ☐ All others – *SKIP to Section F*

44a. Have you ever done any other kind of work for (name of employer in 42a)?	1 ☐ Yes – *Ask b* 2 ☐ No – *SKIP to g*
b. What kind of work were you doing a year ago at this time?	________________ *(SKIP to g)*
c. Were you working a year ago at this time?	1 ☐ Yes – *Ask d* × ☐ No – *SKIP to Section F*
d. For whom did you work then?	
e. What kind of business was this?	
f. What kind of work were you doing?	
g. Would you say that the work you are doing now requires more skill than the work you were doing a year ago?	1 ☐ More 2 ☐ Less 3 ☐ The same amount
h. Would you say that you have more responsibility in the work you are doing now than in the work you were doing a year ago?	1 ☐ More 2 ☐ Less 3 ☐ The same amount *(SKIP to Section F)*
45a. Do you intend to look for work of any kind in the next 12 months?	1 ☐ Yes – definitely } *Ask 45b* 2 ☐ Yes – probably } 3 ☐ Maybe, it depends on – **What?** ________________ *(SKIP to 46)* 4 ☐ No } *SKIP to 46* 5 ☐ Don't know }
b. When do you intend to start looking for work?	Month ________________
c. What kind of work do you think you will look for?	
d. What will you do to find work?	0 ☐ Check with school employment service (or counselor) 1 ☐ Check with public employment agency 2 ☐ Check with private employment agency 3 ☐ Check directly with employer 4 ☐ Place or answer newspaper ads 5 ☐ Check with friends or relatives 6 ☐ Other – *Specify* ________________
46. Why would you say that you are not looking for work at this time?	1 ☐ School 2 ☐ Personal, family 3 ☐ Health reasons 4 ☐ Waiting to be called into military service 5 ☐ Believes no work available 6 ☐ Does not want to work at this time of year 7 ☐ Other or no reason
47a. If you were offered a job by some employer in THIS AREA, do you think you would take it?	1 ☐ Yes 2 ☐ It depends – **On what?** ________________ 3 ☐ No – **Why not?** ________________ *(SKIP to Check Item J)*
b. How many hours per week would you be willing to work?	1 ☐ 1–4 4 ☐ 25–34 7 ☐ 49 or more 2 ☐ 5–14 5 ☐ 35–40 3 ☐ 15–24 6 ☐ 41–48
c. What kind of work would it have to be?	
d. What would the wage or salary have to be?	$ ________________ per ________________

CHECK ITEM J

1 ☐ Respondent has never worked (Q. 40f or 41a) – *SKIP to Section H, page 17*

2 ☐ Other – *Go back and complete 42a–43b for most recent job*

F. ATTITUDES TOWARD WORK

CHECK ITEM K	1. Respondent is: × ☐ Enrolled in school this year (Q. 1) – *SKIP to Section G, page 15* 1 ☐ Not enrolled in school – *Go to part 2* 2. Respondent is in: 1 ☐ Labor Force Group A ("WK" in 37, or "Yes" in 38a, or 39a) – *Ask 48* 2 ☐ Labor Force Group B ("LK" in 37 or "Yes" in 40a) – *SKIP to 57a* × ☐ All others – *SKIP to Section G, page 15*
48. How do you feel about the job you have now?	**Do you –** 1 ☐ **like it very much?** 2 ☐ **like it fairly well?** 3 ☐ **dislike it somewhat?** 4 ☐ **dislike it very much?**
49a. What are the things you like best about your job? . . . . . *(Try to obtain THREE things)*	1. 2. 3.
b. What are the things about your job that you don't like so well? . . . . *(Try to obtain THREE things)*	1. 2. 3.
50. Suppose someone IN THIS AREA offered you a job in the same line of work you're in now. What would the wage or salary have to be for you to be willing to take it?	$______ per ______ 0 ☐ I wouldn't take it at any conceivable pay Respondent's comments
51. What if this job were in SOME OTHER PART OF THE COUNTRY. What would the wage or salary have to be for you to be willing to take it?	$______ per ______ 0 ☐ I wouldn't take it at any conceivable pay Respondent's comments
CHECK ITEM L	× ☐ "O" checked in 42e – *SKIP to Section G, page 15* 1 ☐ Other – *Ask 52*
52. If for some reason you were permanently to lose YOUR PRESENT JOB TOMORROW, what would you do?	1 ☐ Return to school; get training – *Ask 53a–c* 2 ☐ Take another job I know about – *Ask 54a* 3 ☐ Go into business – *Ask 55a* 4 ☐ Look for work – *Ask 56a* 5 ☐ Enter Armed Forces – *SKIP to Section G, page 15* 6 ☐ Other – *Specify* ______ *(SKIP to Section G, page 15)*
53a. What kind of courses or training would you take?	
b. Where would you enroll for such schooling?	
c. How would you finance this schooling?	*(SKIP to Section G)*

F. ATTITUDES TOWARD WORK – Continued

54a. For whom would you work?	
b. What kind of business or industry would this be?	
c. What kind of work do you think you would be doing?	
d. In what city (or county) and State would this job be located?	City or county State *(SKIP to Section G)*
55a. What kind of business?	
b. In what city (or county) and State would it be located?	City or county State *(SKIP to Section G)*
56a. What kind of work would you look for?	
b. How would you go about looking for this kind of work?	0 ☐ Check with school employment service (or counselor) 1 ☐ Check with public employment agency 2 ☐ Check with private employment agency 3 ☐ Check directly with employer 4 ☐ Place or answer newspaper ads 5 ☐ Check with friends and relatives 6 ☐ Other – *Specify* __________
c. Are there any particular companies in this area where you would apply? *(List names)*	×☐ None – *SKIP to Section G* Number of companies
d. Why do you mention these particular companies?	*(SKIP to Section G)*

FOR UNEMPLOYED RESPONDENTS (Labor Force Group B in Check Item K)

57a. What type of work are you looking for?	
b. What would the wage or salary have to be for you to take it?	$__________ per __________
c. As far as you are concerned, are there any restrictions on where the job should be located?	1 ☐ Yes – *Ask d* 2 ☐ No – *SKIP to Section G*
d. What are these restrictions?	

While answering Section F was another person present?

☐ Yes ☐ No – *Go to Section G*

Would you say this person influenced the respondent's answers?

☐ Yes ☐ No

NOTES

G. PREVIOUS WORK EXPERIENCE

58a. In how many different weeks did you work either full- or part-time in the last 12 months, (not counting work around the house)? Count any week where you did any work at all. .... *(Include paid vacations and paid sick leave.)*	0 ☐ None – *Skip to 61a* Weeks ____________
b. During the weeks that you worked in the last 12 months, how many hours per week did you usually work?	1 ☐ 1–4 2 ☐ 5–14 3 ☐ 15–24 4 ☐ 25–34 5 ☐ 35–40 6 ☐ 41–48 7 ☐ 49 or more
CHECK ITEM M	1 ☐ 52 weeks in 58a – Ask 59a 2 ☐ 1–51 weeks in 58a – *SKIP to 59b*
59a. Did you lose any full weeks of work in the last 12 months because you were on layoff from a job or lost a job?	1 ☐ Yes – **How many weeks?** ____________ *(Adjust item 58a and skip to 60)* × ☐ No – *SKIP to 63*
b. You say you worked (entry in 58a) **weeks in the last 12 months. In any of the remaining** (52 weeks minus entry in 58a) **weeks were you looking for work or on layoff from a job?**	1 ☐ Yes – **How many weeks?** ____________ 2 ☐ No – *SKIP to 62*
60. Were all of these weeks in one stretch?	1 ☐ Yes, 1 2 ☐ No, 2 3 ☐ No, 3+ *SKIP to 61c*
61a. Even though you did not work in the last 12 months, did you spend any time trying to find work or on layoff from a job?	1 ☐ Yes – *Ask b* 2 ☐ No – *SKIP to Check Item N*
b. How many different weeks were you looking for work or on layoff from a job?	Weeks ____________
c. What did you do to try to find work?	0 ☐ Checked with school employment service (or counselor) 1 ☐ Checked with public employment agency 2 ☐ Checked with private employment agency 3 ☐ Checked directly with employer 4 ☐ Placed or answered newspaper ads 5 ☐ Checked with friends and relatives 6 ☐ Other – *Specify* ____________
CHECK ITEM N	× ☐ All weeks of the last 12 months are accounted for – *SKIP to 63* 1 ☐ Other – *Ask 62*
62. Now let me see. During the last 12 months there were about (52 weeks minus entries in items 58a, 59a, 59b, or 61b) **weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work during these weeks?**	1 ☐ Didn't want to work 2 ☐ Ill or disabled and unable to work 3 ☐ In school 4 ☐ Couldn't find work 5 ☐ Other – *Specify* ____________
63. ***(If "O" in 42e)*** **Did you work for anyone (else) for wages or salary in the past 12 months?**	1 ☐ Yes – *Ask 64* 2 ☐ No – *SKIP to 65a*
64. In the last 12 months, for how many different employers did you work?	Number of employers ____________ 0 ☐ Did not work in last 12 months
65a. During your last full year in high school, did you hold a full- or part-time job that lasted two weeks or more? ...	× ☐ Respondent never attended a full year of high school – *SKIP to Check Item O* 1 ☐ Yes 2 ☐ No – *SKIP to Check Item O*
b. For whom did you work?	
c. What kind of work did you do? ***(Specify kind of work).*** ...	____________ 0 ☐ Job is same as job reported in 42a – *Ask k–l only*
d. What kind of business or industry is that?	
e. Where is (was) this job located?	City State

G. PREVIOUS WORK EXPERIENCE – Continued

65f. How did you find this job?	0 ☐ School employment service (or counselor) 1 ☐ Public employment agency 2 ☐ Private employment agency 3 ☐ Employer 4 ☐ Newspaper ads 5 ☐ Relatives or friends 6 ☐ Other – *Specify* ________
g. When did you START working at this job?	Year ________
h. How many hours per week did you usually work?	1 ☐ 1–4 2 ☐ 5–14 3 ☐ 15–24 4 ☐ 25–34 5 ☐ 35–40 6 ☐ 41–48 7 ☐ 49 or more
i. When did you STOP working at this job?	Year ________
j. Why did you leave this job?	
k. Do you feel that this job interfered with your school work in any way?	1 ☐ Yes – *Ask l* 2 ☐ No – *SKIP to Check Item O*
l. How did it interfere?	1 ☐ Not enough time for school work 2 ☐ Late hours 3 ☐ Other – *Specify* ________

CHECK ITEM O	× ☐ Respondent is enrolled in school this year (Q. 1) – *SKIP to Section H* 1 ☐ Respondent is not enrolled in school this year – *Ask 66a*

Let's look back now to when you stopped going to school full time. I'd like to know about the first job at which you worked at least a month. **66a. For whom did you work then?**	
b. What kind of business or industry was that?	Job is same as: ☐ Job reported in 42a } *Ask f–g only* ☐ Job reported in 65b } *Ask f–g only*
c. Where was that job located?	City or county ________ State ________
d. How did you find this job?	0 ☐ School employment service (or counselor) 1 ☐ Public employment agency 2 ☐ Private employment agency 3 ☐ Employer 4 ☐ Newspaper ads 5 ☐ Relatives or friends 6 ☐ Other – *Specify* ________
e. When did you START working at that job?	Month ________ Year ________
f. What kind of work were you doing WHEN YOU STARTED TO WORK THERE?	
g. What kind of work were you doing JUST BEFORE YOU LEFT THIS JOB?	
h. When did you STOP working at that job?	Month ________ Year ________
i. Why did you leave that job?	

NOTES

H. KNOWLEDGE OF THE WORLD OF WORK

67. I'd like your opinion about the kind of work that men in certain jobs usually do. For each occupation on this card *(Show Flashcard 1)* **there are three descriptions of job duties. Will you please tell me which description you think best fits each job? Be sure to read all of the possible answers before you decide.**

A-1. HOSPITAL ORDERLY

1 ☐ Helps to take care of hospital patients
2 ☐ Orders food and other supplies for hospital kitchens
3 ☐ Works at hospital desk where patients check in
4 ☐ Don't know – *SKIP to B-1*

A-2. How much regular schooling do you think hospital orderlies usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

B-1. MACHINIST

1 ☐ Makes adjustments on automobile, airplane, and tractor engines
2 ☐ Repairs electrical equipment
3 ☐ Sets up and operates metal lathes, shapers, grinders, buffers, etc.
4 ☐ Don't know – *SKIP to C-1*

B-2. How much regular schooling do you think machinists usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

C-1. ACETYLENE WELDER

1 ☐ Builds wooden crates to hold tanks of acetylene gas
2 ☐ Uses a gas torch to cut metal or join pieces of metal together
3 ☐ Operates a machine that stitches the soles to the upper parts of shoes
4 ☐ Don't know – *SKIP to D-1*

C-2. How much regular schooling do you think acetylene welders usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

D-1. STATIONARY ENGINEER

1 ☐ Works at a desk, making drawings and solving engineering problems
2 ☐ Drives a locomotive that moves cars around in a freight yard
3 ☐ Operates and maintains such equipment as steam boilers and generators
4 ☐ Don't know – *SKIP to E-1*

D-2. How much regular schooling do you think stationary engineers usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

E-1. STATISTICAL CLERK

1 ☐ Makes calculations with an adding machine or a calculator
2 ☐ Sells various kinds of office machines and office supplies
3 ☐ Collects tickets at sports events and other types of entertainment
4 ☐ Don't know – *SKIP to F-1*

E-2. How much regular schooling do you think statistical clerks usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

F-1. FORK LIFT OPERATOR

1 ☐ Operates a machine that makes a certain kind of agricultural tool
2 ☐ Operates a freight elevator in a warehouse or factory
3 ☐ Drives an electrical or gas powered machine to move material in a warehouse or factory
4 ☐ Don't know – *SKIP to G-1*

F-2. How much regular schooling do you think folk lift operators usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

G-1. ECONOMIST

1 ☐ Prepares menus in a hospital, hotel, or other such establishment
2 ☐ Does research on such matters as general business conditions, unemployment, etc.
3 ☐ Assists a chemist in developing chemical formulas
4 ☐ Don't know – *SKIP to H-1*

G-2. How much regular schooling do you think economists usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

H. KNOWLEDGE OF THE WORLD OF WORK – Continued

67. H-1. MEDICAL ILLUSTRATOR

1 ☐ Hands tools and equipment to a surgeon during an operation
2 ☐ Demonstrates the use of various types of medicines
3 ☐ Draws pictures that are used to teach anatomy and surgical operating procedures
4 ☐ Don't know – *SKIP to I-1*

H-2. How much regular schooling do you think medical illustrators usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

I-1. DRAFTSMAN

1 ☐ Makes scale drawings of products or equipment for engineering or manufacturing purposes
2 ☐ Mixes and serves drinks in a bar or tavern
3 ☐ Pushes or pulls a cart in a factory or warehouse
4 ☐ Don't know – *SKIP to J-1*

I-2. How much regular schooling do you think draftsmen usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

J-1. SOCIAL WORKER

1 ☐ Works for a welfare agency and helps people with various types of problems they may have
2 ☐ Conducts research on life in primitive societies
3 ☐ Writes newspaper stories on marriages, engagements, births, and similar events
4 ☐ Don't know – *SKIP to 68*

J-2. How much regular schooling do you think social workers usually have?

1 ☐ Less than a high school diploma
2 ☐ A high school diploma
3 ☐ Some college
4 ☐ College degree
5 ☐ Don't know

68. What would you say is more important to YOU in deciding what kind of work you want to go into, good wages or liking the work?

1 ☐ Liking it   2 ☐ Good wages

Now I'd like your opinion on whether people in certain occupations earn more, on the average, than people in other occupations. By average, we mean the average of all men in this occupation in the entire United States.

69. Who do you think earns more in a year; a man who is:

a. 1 ☐ An automobile mechanic . . . .
or
2 ☐ An electrician? . . . .
0 ☐ Don't know

b. 1 ☐ A medical doctor . . . .
or
2 ☐ A lawyer? . . . .
0 ☐ Don't know

c. 1 ☐ An aeronautical engineer . . . .
or
2 ☐ A medical doctor? . . . .
0 ☐ Don't know

d. 1 ☐ A truck driver . . . .
or
2 ☐ A grocery store clerk? . . . .
0 ☐ Don't know

e. 1 ☐ An unskilled laborer in a steel mill . . . .
or
2 ☐ An unskilled laborer in a shoe factory? . .
0 ☐ Don't know

f. 1 ☐ A lawyer . . . .
or
2 ☐ A high school teacher? . . . .
0 ☐ Don't know

g. 1 ☐ A high school teacher . . . .
or
2 ☐ A janitor? . . . .
0 ☐ Don't know

h. 1 ☐ A janitor . . . .
or
2 ☐ A policeman? . . . .
0 ☐ Don't know

While answering Section H was another person present?

☐ Yes   ☐ No – *Go to Section I*

Would you say this person influenced the respondent's answers?

☐ Yes   ☐ No

I. FUTURE JOB PLANS

70. Now I would like to talk to you about your future job plans. What kind of work would you like to be doing when you are 30 years old?	× ☐ Same as present job 0 ☐ Don't know } *SKIP to Section J*
71. Why do you think you would like this type of work?	1 ☐ Like, enjoy, or interested in it, find it satisfying 2 ☐ Feel work is important 3 ☐ Ability or talent in it 4 ☐ Economic characteristics (pay, hours, security, etc.) 5 ☐ Other – *Specify* ________
72. What do you think your chances are of actually getting into this type of work? →	**Are they –** 1 ☐ **excellent** 2 ☐ **good** } *SKIP to 74* 3 ☐ **fair** 4 ☐ **poor** } *Ask 73*
73. Why do you think the chances are not so good?	1 ☐ Poor grades 2 ☐ Lack of education 3 ☐ Lack of experience 4 ☐ May change his mind (not sure) 5 ☐ Other – *Specify* ________
74. If you can't be a (type of work given in 70), **what type of work do you think you will be doing at age 30?**	

While answering Section I was another person present?

☐ Yes ☐ No – *Go to Section J*

Would you say this person influenced the respondent's answers?

☐ Yes ☐ No

J. HEALTH

CHECK ITEM P	1 ☐ Respondent is currently in school (Q. 1) – *Ask 75* 2 ☐ Respondent is currently not in school – *SKIP to 76*

75. Do you have any health problems that limit in any way your activity in school?	× ☐ Yes – *SKIP to 78a*	1 ☐ No – *Ask 76*
76. Do you have any health problems that limit in any way the amount or kind of work you can do?	× ☐ Yes – *SKIP to 78a*	1 ☐ No – *Ask 77*
77. Do you have any health problems that limit in any way all your other activities?	1 ☐ Yes – *Ask 78a*	2 ☐ No – *SKIP to 79a*
(If "Yes" in any of 75–77) **78a. How long have you been limited in this way?**	Years ________	
b. In what way are you limited?		
79a. Does your wife's health limit the amount or kind of work she can do?	× ☐ Respondent not married – *SKIP to Section K* 1 ☐ Yes – *SKIP to 80a*	2 ☐ No – *Ask b*
b. Does your wife's health limit the amount or kind of housework she can do?	1 ☐ Yes – *Ask 80a*	× ☐ No – *SKIP to Section K*
(If "Yes" in 79a or b) **80a. How long has she been limited in this way?**	Years ________	
b. In what way is she limited?		

K. ASSETS

CHECK ITEM Q	× ☐ Respondent is NOT head of household – *SKIP to 83a* 1 ☐ Respondent is head of household – *Ask 81a*

81a. In the last 12 months, did you (or your wife) receive financial assistance from any of your relatives?	1 ☐ Yes – *Ask b–c*	2 ☐ No – *SKIP to Check Item R*
b. From whom?		
c. How much did you receive?	$________	

K. ASSETS – Continued

CHECK ITEM R	Tenure (HRC item 22) is: 1 ☐ Owned or being bought – *Ask 82a* × ☐ Rented or no cash rent – *SKIP to 83a*

82a. Is this house (apartment) owned or being bought by you (or your wife)?	1 ☐ Yes × ☐ No – *SKIP to 83a*
b. About how much do you think this property would sell for on today's market?	$ ________
c. About how much do you (or your wife) owe on this property for mortgages, back taxes, home improvement loans, etc.?	$ ________ 0 ☐ None
83a. Do you (or your wife) have any money in savings or checking accounts, savings and loan companies, or credit unions?	1 ☐ Yes – **How much altogether?** $ ________ 2 ☐ No – *Go to b*
b. Do you (or your wife) have any – **(1) U.S. Savings Bonds?**	1 ☐ Yes – **What is their face value?** $ ________ 2 ☐ No – *Go to (2)*
(2) Stocks, bonds, or mutual funds?	1 ☐ Yes – **About how much is their market value?** $ ________ 2 ☐ No – *Go to 84a*
84a. Do YOU (or your wife) rent, own, or have an investment in a farm, business, or any other real estate?	1 ☐ Yes – *Ask b–d* 2 ☐ No – *SKIP to 85a*
b. Which one?	1 ☐ Farm 2 ☐ Business 3 ☐ Real estate
c. About how much do you think this (business, farm, or other real estate) would sell for on today's market?	$ ________
d. What is the total amount of debt and other liabilities on this (business, farm, or other real estate)?	$ ________ 0 ☐ None
85a. Do you (or your wife) own an automobile?	1 ☐ Yes – *Ask b–c* 2 ☐ No – *SKIP to 86*
b. What is the make and model year? *(If more than one, ask about newest)*	Model year ________ Make ________
c. Do you owe any money on this automobile?	1 ☐ Yes – **How much altogether?** $ ________ 2 ☐ No
86. Do you (or your wife) owe any (other) money to stores, banks, doctors, or anyone else, excluding 30-day charge accounts?	1 ☐ Yes – **How much?** $ ________ 2 ☐ No

L. INCOME

	RESPONDENT	WIFE × ☐ Not married
Now I would like to ask a few questions about your income in the last 12 months. **87a. How much did you (and your wife) receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?**	$ ________ 0 ☐ None	$ ________ 0 ☐ None
b. Did you (and your wife) receive any income from working on your own or in your own business or farm? $ ________ less $ ________ = → *(Gross income)* *(Expenses)*	1 ☐ Yes – **How much?** $ ________ 2 ☐ No	1 ☐ Yes – **How much?** $ ________ 2 ☐ No
c. Did you (or your wife) receive any unemployment compensation?	1 ☐ Yes **(1) How many weeks?** ________ **(2) How much?** $ ________ 2 ☐ No	1 ☐ Yes **(1) How many weeks?** ________ **(2) How much?** $ ________ 2 ☐ No
d. Did you (or your wife) receive any other income, such as rental income, interest or dividends, income as a result of disability or illness, etc.?	1 ☐ Yes – **How much?** $ ________ 2 ☐ No	1 ☐ Yes – **How much?** $ ________ 2 ☐ No

CHECK ITEM S	× ☐ Respondent (and wife) lives alone – *SKIP to 88b* 1 ☐ All others – *Ask 88a (If two or more RELATED respondents in household, ask 88a–b only once, and transcribe answers from the first to the other questionnaires.)*

L. INCOME – Continued

88a. In the past 12 months, what was the total income of ALL family members living here? *(Show Flashcard 2).*	1 ☐ Under $1,000 (A) 2 ☐ $1,000–$1,999 (B) 3 ☐ 2,000– 2,999 (C) 4 ☐ 3,000– 3,999 (D) 5 ☐ 4,000– 4,999 (E) 6 ☐ 5,000– 5,999 (F) 7 ☐ $ 6,000–$ 7,499 (G) 8 ☐ 7,500– 9,999 (H) 9 ☐ 10,000– 14,999 (I) 10 ☐ 15,000– 24,999 (J) 11 ☐ 25,000 and over (K)
b. Did anyone in this family receive any welfare or public assistance in the last 12 months?	1 ☐ Yes 2 ☐ No

CHECK ITEM T	× ☐ Respondent lives with parents – *SKIP to Section M* 1 ☐ Respondent does not live with parents – *Ask 89a*

89a. How many persons, not counting yourself (or your wife), are dependent upon you for at least one-half of their support?	__________ 0 ☐ None – *SKIP to Section M*
b. Do any of these dependents live somewhere other than here at home with you?	1 ☐ Yes – **Who are they?** ____________________ 2 ☐ No ____________________

While answering Sections K and L, was another person present?

☐ Yes ☐ No – *Go to Section M*

Would you say this person influenced the respondent's answers?

☐ Yes ☐ No

M. FAMILY BACKGROUND

Now I have some questions on your family background. **90. Where were you born? . . . .**	1 ☐ U.S.	City County State
	2 ☐ Outside U.S.	Country
91. For how long have you been living in this area (city or county of CURRENT residence)?	1 ☐ Less than 1 year 2 ☐ 1 year or more – *Specify* __________________ 3 ☐ All my life – *SKIP to 94*	
92. Where did you live before moving to (name of city or county of CURRENT residence)?	1 ☐ U.S.	City County State
	2 ☐ Outside U.S.	Country
93. Where did you live when you were 18?	0 ☐ Respondent is 18 or less	
	1 ☐ U.S.	City County State
	2 ☐ Outside U.S.	Country
Now I'd like to ask about your parents. **94. Are your mother and father living? . . . .**	1 ☐ BOTH parents alive 2 ☐ MOTHER alive, Father dead 3 ☐ FATHER alive, Mother dead 4 ☐ NEITHER parent alive	

M. FAMILY BACKGROUND – Continued

95. What about your wife's parents? Are her mother and father living?		0 ☐ Respondent is not married 1 ☐ BOTH parents alive 2 ☐ MOTHER alive, Father dead 3 ☐ FATHER alive, Mother dead 4 ☐ NEITHER parent alive
96. Where were your parents born – in the U.S. or some other country?	a. Father	1 ☐ U.S. 2 ☐ Other – *Specify* ________
	b. Mother	1 ☐ U.S. 2 ☐ Other – *Specify* ________
97. In what country were your grandparents born?	a. Father's father	1 ☐ U.S. 2 ☐ Other – *Specify* ________
	b. Father's mother	1 ☐ U.S. 2 ☐ Other – *Specify* ________
	c. Mother's father	1 ☐ U.S. 2 ☐ Other – *Specify* ________
	d. Mother's mother	1 ☐ U.S. 2 ☐ Other – *Specify* ________
98. Which of the categories on this card describes where you were living when you were 14 years old? ... *(Show Flashcard 3)*		1 ☐ On a farm or ranch 2 ☐ In the country, not on farm or ranch 3 ☐ In a town or small city (under 25,000) 4 ☐ In the suburb of a large city 5 ☐ In a city of 25,000–100,000 6 ☐ In a large city (100,000 or more)
99. With whom were you living when you were 14 years old?		1 ☐ Father and mother 2 ☐ Father and step-mother 3 ☐ Mother and step-father 4 ☐ Father 5 ☐ Mother 6 ☐ Some other adult MALE relative *(Specify)* ________ 7 ☐ Some other adult FEMALE relative *(Specify)* ________ 8 ☐ Some other arrangement *Describe* ________ 0 ☐ On my own – *SKIP to 101a*
100. What kind of work was your father (or the head of the household) doing when you were 14 years old?		Occupation ________
101a. Did you or your parents (or person mentioned in 99) regularly get any magazines when you were about 14 years old?		1 ☐ Yes 2 ☐ No
b. Did you or your parents (or person mentioned in 99) regularly get a newspaper when you were about 14 years old?		1 ☐ Yes 2 ☐ No
c. Did you or your parents have a library card when you were about 14 years old?		1 ☐ Yes 2 ☐ No
CHECK ITEM U	1 ☐ Father lives in household 2 ☐ Father deceased 3 ☐ Did not live with father when 14 years old (Q. 99)	} *SKIP to Check Item V*
	☐ Other – *Ask 102a*	
102a. During the past 12 months, in about how many weeks did your father work either full time or part time (not counting work around the house)?		Weeks ________ 0 ☐ Did not work } *SKIP to 103a* 1 ☐ Don't know } *SKIP to 103a*
b. Did your father usually work full time or part time? ...		1 ☐ Full time 2 ☐ Part time
c. What kind of work was he doing? *(If more than one, record the one worked at longest.)*		

M. FAMILY BACKGROUND – Continued

103a. What was the highest grade (or year) of regular school your father ever attended?	(1) Elementary . . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ (2) High school . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ (3) College . . . . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐
b. Did he finish this grade (or year)?	1 ☐ Yes 2 ☐ No
CHECK ITEM V	1 ☐ Mother lives in household 2 ☐ Mother deceased 3 ☐ Did not live with mother when 14 years old (Q. 99) } *SKIP to 106a* ☐ Other – *Ask 104a*
104a. Did your mother work at all during the past 12 months?	1 ☐ Yes – *Ask b* 2 ☐ No – *SKIP to 105a* 3 ☐ Don't know– *SKIP to 105a*
b. How many weeks did she work?	Weeks ______________
c. Did your mother usually work full time or part time?	1 ☐ Full time 2 ☐ Part time
d. What kind of work was she doing? *(If more than one, record the one worked at longest.)*	
105a. What was the highest grade (or year) of regular school your mother ever attended?	(1) Elementary . . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ (2) High school . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ (3) College . . . . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐
b. Did she finish this grade (or year)?	1 ☐ Yes 2 ☐ No
106a. Do you have any brothers or sisters who live somewhere else?	1 ☐ Yes 2 ☐ No – *SKIP to 108*
b. How many?	______________
c. How old is the oldest (living) one?	Age ______________
107a. What was the highest grade (or year) of regular school he (she) ever attended?	(1) Elementary . . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ (2) High school . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ (3) College . . . . . 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+ ☐
b. Did he (she) finish this grade (or year)?	1 ☐ Yes 2 ☐ No
108. What is your Social Security number?	☐☐☐ ☐☐ ☐☐☐☐ 0 ☐ Does not have one

NOTES

Now I have a few questions about the education and work experience of the other family members living here.

				Persons 6–24 years old			Persons 25 years old and over		Persons 14 years old and over		
										If person worked at all in last 12 months	
Line No.	**NAMES** List below all persons living here who are related to respondent. Enter the line number from the Household Record Card.	**AGE**	**RELATIONSHIP TO RESPONDENT** *(Example: wife, son, daughter-in law, brother, etc.)*	**Is . . . attending or enrolled in school?** *Circle Y – Yes N – No*	*If "Yes"* **What grade (year)?** *If "No"* **What is the highest grade (year) . . . ever attended?**	**Did . . . finish this grade (year)?**	**What is the highest grade (year) of regular school . . . has ever attended?**	**Did . . . finish this grade (year)?**	**During the past 12 months, how many weeks did . . . work either full or part time (not counting work around the house)?**	**In the weeks that . . . worked, how many hours did . . . usually work per week?**	**What kind of work was . . . doing?** *(If more than one, record the longest.)*
109	110	111	112	113	114	115	116	117	118	119	120
			Respondent								
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			
				Y N		**Y N**		**Y N**			

(Ask at the completion of the interview. If more than one respondent in the household, ask for each.)

121. We would like to contact you again next year at this time to bring this information up to date. Would you please give me the name, address, and telephone number of two relatives or friends who will always know where you can be reached even if you move away?

Name	Relationship to respondent	Address	Telephone No.
1.			
2.			

CHECK ITEM W

☐ Respondent is not attending high school (Q. 2)

Respondent is attending high school and –

- ☐ signed release
- ☐ did not sign release – *Specify* ________________________

NOTES

Budget Bureau No. 41R–2352; Approval Expires September 30, 1968

NOTICE – Your report to the Census Bureau is confidential by law (Title 13 U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

FORM LGT-211
(8-21-67)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

NATIONAL LONGITUDINAL SURVEYS

SURVEY OF WORK EXPERIENCE OF MALES 14 – 24

1967

RECORD OF CALLS

Date	Time	Comments
1.	a.m. p.m.	
2.	a.m. p.m.	
3.	a.m. p.m.	
4.	a.m. p.m.	

RECORD OF INTERVIEW

Interview time		Date completed	Interviewed by
Began	Ended		
a.m. p.m.	a.m. p.m.		

NONINTERVIEW REASON

1 ☐ Temporarily absent

2 ☐ Unable to contact respondent – *Specify*

3 ☐ Refused

4 ☐ In Armed Forces

5 ☐ Other – *Specify*

TRANSCRIPTION FROM HOUSEHOLD RECORD CARD

Item 13 – Marital status of respondent (verified)

1 ☐ Married, spouse present

2 ☐ Married, spouse absent

3 ☐ Widowed

4 ☐ Divorced

5 ☐ Separated

6 ☐ Never married

If respondent has moved, enter new address

1. Number and street

2. City

3. County

4. State

5. ZIP code

I. EDUCATIONAL STATUS

1. Are you attending or enrolled in regular school?	1. 1 ☐ Yes – *ASK 2* 2 ☐ No When were you last enrolled? ______ ______ (Month. Year) } *SKIP to Check Item A-2*
2a. What grade are you attending?	2a. 1 Elem 1 2 3 4 5 6 7 8 2 High 1 2 3 4 3 College 1 2 3 4 5 6+
b. Are you enrolled as a full-time or part-time student?	b. 1 ☐ Full time 2 ☐ Part time
CHECK ITEM A-1	*(Refer to Item 75R on Information Sheet)* 1 ☐ Respondent not in school in 1966 – *ASK 3* 2 ☐ Respondent in school in 1966 – *SKIP to Check Item B*
CHECK ITEM A-2	*(Refer to Item 75R on Information Sheet)* 1 ☐ Respondent in school in 1966 – *SKIP to Check Item E on page 4* 2 ☐ Respondent not in school in 1966 and a college graduate – *SKIP to Section II, Page 6* 3 ☐ All others – *SKIP to 25a, page 5*
3a. When we talked to you last year, you were not enrolled in school. How long had you been out of school before returning?	3a. Years ______ Months ______
b. Why did you return?	b. ______ × ☐
c. In what curriculum are you enrolled?	c. ______ × ☐ *SKIP to 5*
CHECK ITEM B	*(Refer to Item 75R on Information Sheet)* 1 ☐ Respondent in high school – 1966; College now – *SKIP to 5* 2 ☐ Other – *ASK 4*
4. Are you attending the same school as you were when we talked to you last year?	4. 1 ☐ Yes – *SKIP to 10* 2 ☐ No – *ASK 5*
5. What is the name of the school you now attend?	5. ______
6. Where is this school located?	6. City ______ County ______ State ______
7. Is this school public or private?	7. 1 ☐ Public 2 ☐ Private
8. When did you enter this school?	8. Month ______ Year ______
CHECK ITEM C	*(Refer to Item 75R on Information Sheet)* 1 ☐ Respondent in college I now – *SKIP to 15* 2 ☐ Respondent in high school I now } *SKIP to 23, page 5* 3 ☐ Respondent not in school in 1966 } *SKIP to 23, page 5* 4 ☐ Other – *ASK 9*
9. How did you happen to change schools?	9. ______ × ☐

I. EDUCATIONAL STATUS – Continued

10. Would you say you now like school more, about the same, or less than you did last year?	**10.** 1 ☐ More 2 ☐ Less } *ASK 11* 3 ☐ About the same – *SKIP to 12*
11. Why do you like it more (less)?	**11.** ______________________
12. Are you enrolled in the same curriculum now as you were last year?	**12.** 1 ☐ Yes } 2 ☐ College – *SKIP to 15* 3 ☐ High school – *SKIP to 23* 4 ☐ No – *ASK 13*
13. In what curriculum are you enrolled now?	**13.** ______________________ × ☐
14. How did you happen to change your curriculum?	**14.** ______________________
(If in college) **15a.** How much is the full-time tuition this year at . . . ?	**15a.** $ ____________
b. Do you have a scholarship, fellowship, assistantship, or other type of financial aid this year?	**b.** ______________________
c. What kind?	**c.** 1 ☐ Scholarship 3 ☐ Assistantship × ☐ 2 ☐ Fellowship 4 ☐ Other *Specify* ____________
d. How much is it per year?	**d.** $ ____________
CHECK ITEM D	*(Refer to Item 75R on Information Sheet)* 1 ☐ Respondent in college 4 – 6 in 1966 – *ASK 16* 2 ☐ Other – *SKIP to 23*
16a. Have you received a degree since we talked to you last year?	**16a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 23*
b. What degree was it?	**b.** 1 ☐ Bachelor's (B.A., B.S., A.B.) 2 ☐ Masters (M.S., M.B., MBA) 3 ☐ Doctor's (Ph.D.) 4 ☐ Other – *Specify* ____________
c. In what field did you receive your degree?	**c.** ______________________ × ☐
d. Why did you decide to continue your education after receiving this degree?	**d.** ______________________ *SKIP to 23*

Notes

I. EDUCATIONAL STATUS – Continued

CHECK ITEM E	*(Refer to Item 75R on Information Sheet)* 1 ☐ Respondent in high school 1 – 3 last year – *ASK 17a* 2 ☐ Respondent in high school 4 last year – *SKIP to 18a* 3 ☐ Respondent in college 1 – 3 last year – *SKIP to 20a* 4 ☐ Respondent in college 4+ last year – *SKIP to 21a*
17a. When we talked to you last year, you were attending your__year of high school. Did you complete that year?	**17a.** 1 ☐ Yes 2 ☐ No
b. Why did you drop out of high school?	**b.** ________ × ☐
c. Do you expect to return?	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to 25*
d. When do you expect to return?	**d.** ________ × ☐ *SKIP to 25*
18a. Did you graduate from high school?	**18a.** 1 ☐ Yes – *SKIP to Check Item F* 2 ☐ No – *ASK b*
b. Why not?	**b.** ________ × ☐
CHECK ITEM F	*(Refer to Item 76R on Information Sheet)* 1 ☐ Respondent had planned to enter college when interviewed in 1966 – *ASK 19* 2 ☐ Respondent had not planned to enter college when interviewed in 1966 – *SKIP to Section II, Page 6*
19. When we talked to you last year, you said you planned to go to college. What caused your plans to change?	**19.** ________ × ☐ *SKIP to 25*
20a. Last year when we talked to you, you were in college. Why did you decide to drop out?	**20a.** ________ × ☐
b. Do you expect to return?	**b.** 1 ☐ Yes – *ASK c* 2 ☐ No – *SKIP to Section II, Page 6*
c. When do you think you will return?	**c.** ________ × ☐ *SKIP to Section II, Page 6*
21a. Last year when we talked to you, you were in college. Did you receive a degree?	**21a.** 1 ☐ Yes – *SKIP to 22a* 2 ☐ No – *ASK b*
b. Why did you decide to drop out?	**b.** ________ × ☐
c. Do you expect to return?	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No – *SKIP to Section II, Page 6*
d. When?	**d.** ________ × ☐ *SKIP to Section II, Page 6*
22a. What degree did you receive?	**22a.** ________ × ☐
b. In what field of study did you receive your degree?	**b.** ________ × ☐ *SKIP to Section II, Page 6*

I. EDUCATIONAL STATUS – Continued

23. How much more education would you like to get?	**23.** 1 **High school** 2 **College** ×☐ ☐ 1 ☐ 2 years (complete junior college) ☐ 2 ☐ 4 years (graduate from 4 year college) ☐ 3 ☐ 6 years (master's degree or equivalent) ☐ 4 ☐ 7+ years (Ph.D. or professional degree)

CHECK ITEM G

(Refer to Item 76R on Reference Sheet)

1 ☐ Educational goal different from 1966 – *ASK 24*
2 ☐ Educational goal same as in 1966 – *SKIP to Section II, Page 6*
3 ☐ Respondent not asked about educational goal in 1966 – *SKIP to Section II, Page 6*

24. Last year you said you would like to get *(amount of education indicated in 1966).* Why have you changed your plans?	**24.** ×☐ ____________________ *SKIP to Section II, Page 6*
25a. Since our interview last year, have you taken any training courses or educational programs of any kind, either on the job or elsewhere?	**25a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to Section II, Page 6*
b. What kind of training or education program did you take? *(Specify below, then mark one box).* ____________________ ____________________	**b.** ×☐ 1 ☐ Professional, technical 2 ☐ Managerial 3 ☐ Clerical 4 ☐ Skilled manual 5 ☐ Other
c. Where did you take this training or course? *(Specify below, then mark one box)* ____________________ ____________________	**c.** 1 ☐ Business college, technical institute 2 ☐ Company training school 3 ☐ Correspondence course 4 ☐ Regular school 5 ☐ Other
d. How long did this course or training last?	**d.** Months __________
e. How many hours per week did you spend on this training? *(Enter the number, and mark one box)*	**e.** Hours __________ 1 ☐ 1 – 4 2 ☐ 5 – 9 3 ☐ 10 – 14 4 ☐ 15 – 19 5 ☐ 20 or more
f. Did you complete this program?	**f.** 1 ☐ Yes–When? __________ – *SKIP to h* Month–Year 2 ☐ No–Dropped out–When? __________ – *ASK g* Month–Year 3 ☐ No – Still enrolled – *SKIP to h*
g. Why didn't you complete this program?	**g.** ____________________
h. Why did you decide to get more training?	**h.** ____________________
i. Do you use this training on your present job?	**i.** 1 ☐ Yes 3 ☐ Not employed 2 ☐ No

II. CURRENT LABOR FORCE STATUS

26. What were you doing most of LAST WEEK –
working
going to school
or something else?

1 ☐ WK – Working – *SKIP to 27b*
2 ☐ J – With a job but not at work
3 ☐ LK – Looking for work
4 ☐ S – Going to school
5 ☐ U – Unable to work– *SKIP to 30a page 7*
6 ☐ OT – Other – *Specify*

____

27a. Did you do any work at all LAST WEEK, not counting work around the house?

1 ☐ Yes 2 ☐ No–*SKIP to 28a*

b. How many hours did you work LAST WEEK at all jobs?

____

CHECK ITEM H

Respondent worked–
1 ☐ 49 hours or more – *SKIP to 31a and enter job worked at last week*
2 ☐ 1–34 hours – *ASK c–e*
3 ☐ 35–48 hours – *ASK f and g*

27c. Do you USUALLY work 35 hours or more a week at this job?

1 ☐ Yes – **d.** What is the reason you worked less than 35 hours LAST WEEK?

2 ☐ No – **e.** What is the reason you USUALLY work less than 35 hours a week?

(Mark the appropriate reason)

01 ☐ Slack work
02 ☐ Material shortage
03 ☐ Plant or machine repair
04 ☐ New job started during week
05 ☐ Job terminated during week
06 ☐ Could find only part-time work
07 ☐ Labor dispute
08 ☐ Did not want full-time work
09 ☐ Full-time work week under 35 hours
10 ☐ Attends school
11 ☐ Holiday (legal or religious)
12 ☐ Bad weather
13 ☐ Own illness
14 ☐ On vacation
15 ☐ Too busy with housework, personal business, etc.
16 ☐ Other – *Specify*

____

(If entry in 27d or 27e, SKIP to 31a and enter job worked at last week.)

f. Did you lose any time or take any time off LAST WEEK for any reason such as illness, holiday, or slack work?

1 ☐ Yes – How many hours did you take off? ________

2 ☐ No – *Go to 27g*

NOTE: Correct item 27b if lost time not already deducted; if item 27b is reduced below 35 hours, ask items c–e, otherwise skip to 31a.

g. Did you work any overtime or at more than one job LAST WEEK?

1 ☐ Yes – How many extra hours did you work? ______

2 ☐ No

NOTE: Correct Item 27b if extra hours not already included and SKIP to 31a.

(If "J" in 26, skip to 28b)

28a. Did you have a job (or business) from which you were temporarily absent or on layoff LAST WEEK?

1 ☐ Yes x ☐ No – *SKIP to 29a*

b. Why were you absent from work LAST WEEK?

1 ☐ Own illness
2 ☐ On vacation
3 ☐ Bad weather
4 ☐ Labor dispute
5 ☐ New job to begin within 30 days – *ASK 29c and 29d(2)*
6 ☐ Temporary layoff (less than 30 days) – *ASK 29d(3)*
7 ☐ Indefinite layoff (30 days or more or no definite recall date) – *ASK 29d(3)*
8 ☐ School interfered
9 ☐ Other – *Specify*

____

c. Are you getting wages or salary for any of the time off LAST WEEK?

1 ☐ Yes
2 ☐ No
3 ☐ Self-employed

d. Do you usually work 35 hours or more a week at this job?

1 ☐ Yes 2 ☐ No

(Go to 31a and enter job held last week.)

NOTES

II. CURRENT LABOR FORCE STATUS – Continued

29a. *(If "LK" in 26, SKIP to 29b)*
Have you been looking for work during the past 4 weeks?

1 ☐ Yes   × ☐ No – *SKIP to 30a*

b. What have you been doing in the last 4 weeks to find work?

(Mark all methods used; do not read list.)

× ☐ Nothing – *SKIP to 30a*

Checked with –
- 1 ☐ State employment agency
- 2 ☐ Private employment agency
- 3 ☐ Employer directly
- 4 ☐ Friends or relatives

5 ☐ Placed or answered ads

6 ☐ Other – *Specify – e.g., MDTA, union or professional register, etc.*

____

c. Why did you start looking for work? Was it because you lost or quit a job at that time *(Pause)* or was there some other reason?

1 ☐ Lost job   4 ☐ Wanted temporary work
2 ☐ Quit job   5 ☐ Other – *Specify in notes*
3 ☐ Left school

d. 1) How many weeks have you been looking for work?
2) How many weeks ago did you start looking for work?
3) How many weeks ago were you laid off?

Number of weeks______________

e. Have you been looking for full-time or part-time work?

1 ☐ Full-time   2 ☐ Part-time

f. Is there any reason why you could not take a job LAST WEEK?

1 ☐ Yes →
- 2 ☐ Needed at home
- 3 ☐ Temporary illness
- 4 ☐ Going to school
- 5 ☐ Other – *Specify*

6 ☐ No

____

g. When did you last work at a regular full-time or part-time job or business lasting two consecutive weeks or more?

1 ☐ October 15, 1966 or later –
*Specify month*______________ *and SKIP to 31a.*

2 ☐ All others – *SKIP to 42b, Page 11*

30a. When did you last work at a regular full- or part-time job or business lasting two consecutive weeks or more?   × ☐

1 ☐ October 15, 1966 or later –
Specify month and year
____________________________ } *ASK 31a*

2 ☐ Before October 15, 1966 and "unable" now and "unable" in item 77R on the Information Sheet – *SKIP to Section V, Income and Assets, Page 16*

3 ☐ All others – *SKIP to 42a, Page 11*

DESCRIPTION OF JOB OR BUSINESS

31a. For whom did you work? *(Name of company, business, organization or other employer)*   × ☐

____

____

b. In what city and State is . . . . located?

City____________________________

State___________________________

c. What kind of business or industry is this? *(For example, TV and radio manufacturer, retail shoe store, State Labor Department, farm.)*   ☐☐☐

____

____

d. Were you –

1 ☐ P – An employee of PRIVATE company, business, or individual for wages, salary, or commissions?

2 ☐ G – A GOVERNMENT employee (Federal, State, county, or local)?

3 ☐ O – Self-employed in OWN business, professional practice, or farm?
(If not a farm)
Is this business incorporated?
1 ☐ Yes   2 ☐ No

4 ☐ WP – Working WITHOUT PAY in family business or farm?

e. What kind of work were you doing? *(For example, electrical engineer, stock clerk, typist, farmer.)*   ☐☐☐

____

____

II. CURRENT LABOR FORCE STATUS – Continued

32a. How did you find out about this job?	**32a.** 1 ☐ School employment service (or counselor) 2 ☐ State employment agency 3 ☐ Private employment agency 4 ☐ Checked directly with employer 5 ☐ Newspaper ads 6 ☐ Friends or relatives 7 ☐ Other – *Specify* ____________________
b. When did you start working at this job or business?	**b.** Month ______________ Year ________
c. *(If not enrolled in school)* Is this the first job at which you worked at least one month since you stopped going to school full time?	**c.** 1 ☐ Yes – *SKIP to Check Item I* 2 ☐ No – *ASK d*
d. When did you take your first job at which you worked at least a month after you stopped going to school full time?	**d.** Month ______________ Year ________
CHECK ITEM I	1 ☐ "P" or "G" in 31e – *ASK 33a* 2 ☐ "O" or "WP" in 31e – *SKIP to Check Item J*
33a. Altogether, how much do (did) you usually earn at your present (last) job before deductions? *(If amount given per hour, record dollars and cents, otherwise, round to nearest dollar.)*	**33a.** $________ per: 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other–*Specify* __________
b. How many hours per week do (did) you usually work on this job?	**b.** Hours ____________
c. Do (did) you receive extra pay when you work(ed) over a certain number of hours?	**c.** 1 ☐ Yes – *ASK d* 2 ☐ No 3 ☐ No but receive compensating time off 4 ☐ Never work overtime (2–4) *SKIP to Check Item J*
d. After how many hours do (did) you receive extra pay?	**d.** 1 ☐ Hours ________ per day 2 ☐ Hours ________ per week
e. For all hours worked over *(entry in d)* are (were) you paid straight time, time and one-half, double time or what? *(Mark as many as apply)*	**e.** 1 ☐ Straight time 2 ☐ Time and one-half 3 ☐ Double time 4 ☐ Compensating time off 5 ☐ Other–*Specify* __________
CHECK ITEM J	Respondent currently is in: 1 ☐ Labor Force Group A *("WK" or "J" in 26 or "Yes" in 27 or 28) – GO to Check Item K* 2 ☐ All others – *SKIP to Check Item L*

III. WORK EXPERIENCE AND ATTITUDES

CHECK ITEM K	Current employer same as last year *(Entries in 31a and Item 78R of the Information Sheet are the same)* AND 1 ☐ a. Current kind of work SAME as last year *(Entries in 31c and Item 78R of the Information Sheet are the same)* } *SKIP to 35a* 2 ☐ b. Current kind of work DIFFERENT from last year *(Entries in 31c and Item 78R of the Information Sheet are different)* } *ASK 34* 3 ☐ All others – *SKIP to 36a*
34. I see that you are not doing the same kind of work you were doing when we talked to you last year. Why would you say you are no longer doing this kind of work?	**34.** 1 ☐ Promotion 2 ☐ Job was eliminated 3 ☐ "Bumped" from job ☐ Other – *Specify* ____________
35a. During the past 12 months, have you worked any place other than *(entry in 31a)*?	**35a.** 1 ☐ Yes – How many other places? ________ *ASK b* 2 ☐ No – *SKIP to 40a*
b. *(If more than one, ask about longest)* For whom did you work?	**b.** ____________
c. Were you working for *(entry in 31a)* and *(entry in 35b)* at the same time?	**c.** 1 ☐ Yes – *ASK 40a* 2 ☐ No – *SKIP to 39b*
CHECK ITEM L	1 ☐ Respondent was in Labor Force Group B or C last year *(Item 77R on Information Sheet)* } *SKIP to 36b* 2 ☐ All others – *SKIP to 37a*
36a. Have you held any jobs other than *(entry in 31a)* in the past 12 months?	**36a.** 1 ☐ Yes – How many other jobs? ________ SKIP to c 2 ☐ No – *SKIP to 40*
b. Last year when we talked to you, you weren't working. Have you worked at all since then?	**b.** 1 ☐ Yes – How many jobs? ________ *ASK c* 2 ☐ No – *SKIP to 42a*
c. Now, I'd like to know about the longest job you held. For whom did you work?	**c.** 1 ☐ ____________ *SKIP to 39b* 0 ☐ Same as current (last) job in 31a – *SKIP to 40*
37a. Last year when we talked to you, you were working at *(name of company in item 78R on Information Sheet)*. When did you stop working there?	**37a.** Month ________
b. Why did you happen to leave that job?	**b.** ____________
c. Last year, you were working as *(kind of work in item 78R on Information Sheet)*. Did you do any other kind of work at that job before you left it?	**c.** 1 ☐ Yes – How many other kinds? ________ *ASK 38a* 2 ☐ No – *SKIP to 38b*
38a. *(If more than one, ask about longest)* What kind of work did you do?	**38a.** ____________ ☐☐☐
b. How many jobs have you held since you stopped working at *(name of company in item 78R on Information Sheet)* and started your present (last) job?	**b.** Number ________ 0 ☐ None – *SKIP to 40*

III. WORK EXPERIENCE AND ATTITUDES – Continued

39a. *(If more than one, ask about longest)* Now I'd like to know about the job you had since you stopped working at *(entry in 31a).* For whom did you work?	**39a.** 1 ☐ ______ 0 ☐ Same employer as 31a – *SKIP to 40*
b. What kind of business or industry was that?	**b.** ______ ☐☐☐
c. Were you – (1) an employee of PRIVATE company, business, or individual for wages, salary, or commission? . . . (2) a GOVERNMENT employee (Federal, State, county, or local)? . . . . (3) self-employed in OWN business, professional practice, or farm? . . . . (4) working WITHOUT PAY in family business or farm?	**c.** 1 ☐ P – Private 2 ☐ G – Government 3 ☐ O – Self-employed 4 ☐ WP – Without pay
d. How many hours per week did you usually work?	**d.** Number of hours ______
e. When did you START working at that job?	**e.** Month ______ Year ______
f. When did you STOP working at that job?	**f.** Month ______ Year ______
g. How did you happen to leave that job?	**g.** ______
h. What kind of work were you doing when you left that job?	**h.** ______ ☐☐☐
i. Did you ever do any other kind of work at that job?	**i.** 1 ☐ Yes – How many other kinds? ______ *ASK j* 2 ☐ No – *SKIP to 40*
j. What kind of work? *(If more than one, ask about longest)*	**j.** ______ ☐☐☐
40a. During the past 12 months, in how many different weeks did you work altogether? Count any week in which you did any work at all.	**40a.** 00 ☐ None – *SKIP to 42a* ☐ Number of weeks ______
b. *(Ask only if in school)* Were these during summer vacation from school, or during the school year?	**b.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both
c. During the weeks that you worked in the last 12 months, how many hours per week did you usually work? *(Specify number of hours and check box.)*	**c.** Number of hours ______ 1 ☐ 1–4 2 ☐ 5–14 3 ☐ 15–24 4 ☐ 25–34 5 ☐ 35–40 6 ☐ 41–48 7 ☐ 49 or more

III. WORK EXPERIENCE AND ATTITUDES – Continued

CHECK ITEM M	1 ☐ 52 weeks in 40a – *ASK 41a* 2 ☐ 1–51 weeks in 40a – *SKIP to 41b*

41a. Did you lose any full weeks of work during the past 12 months because you were on layoff from a job or lost a job?	**41a.** 1 ☐ Yes – How many weeks? ________ *(Adjust item 40a and skip to 41c)* 2 ☐ No – *SKIP to Check Item N*
b. You say you worked *(entry in 40a)* weeks during the past 12 months. In any of the remaining *(52 minus entry in 40a)* weeks were you looking for work or on layoff from a job?	**b.** 1 ☐ Yes – How many weeks? ________ 2 ☐ No – *SKIP to Check Item N*
c. Were all of these weeks in one stretch?	**c.** 1 ☐ Yes, 1 2 ☐ No, 2 3 ☐ No, 3 or more
d. *(Ask only if in school)* Were these during summer vacation from school, or during the school year?	**d.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both } *SKIP to Check Item N*
42a. *(For those who did not work during the past 12 months)* Even though you did not work during the past 12 months, did you spend any time trying to find work or on layoff from a job?	**42a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 43*
b. How many different weeks during the last 12 months were you looking for work or on layoff from a job?	**b.** Number of weeks ____________
c. *(Ask only if in school)* Were these during summer vacation from school, or during the school year?	**c.** 1 ☐ Summer vacation only 2 ☐ School year only 3 ☐ Both

CHECK ITEM N	*(Refer to Items 40a, 41a, 41b, 42b)* 1 ☐ All weeks accounted for – *SKIP to Check Item O* 2 ☐ Some weeks not accounted for – *ASK 43*

43. Now let me see. During the past 12 months, there were about *(52 minus entries in items 40a, 41a, 41b, 42b)*_____ weeks that you were not working or looking for work. What would you say was the main reason that you were not looking for work? *(Specify below, then mark one box.)* ____________________________	**43.** 1 ☐ Ill or disabled and unable to work 2 ☐ In school 3 ☐ Couldn't find work 4 ☐ Vacation 5 ☐ In Armed Forces 6 ☐ Other

NOTES

III. WORK EXPERIENCE AND ATTITUDES – Continued

CHECK ITEM O

Respondent is in –
1 ☐ Labor Force Group A *("WK" or "J" in 26 or "Yes" in 27 or 28) – SKIP to Check Item P, Page 13*
2 ☐ Labor Force Group B *("LK" in 26 or "Yes" in 29) – SKIP to 46a*
3 ☐ Labor Force Group C *(All others) – ASK 44a*

44a. Do you intend to look for work of any kind in the next 12 months? Respondent's comments: ______	**44a.** ×☐ 1 ☐ Yes – definitely } *ASK b* 2 ☐ Yes – probably } *ASK b* 3 ☐ Maybe, it depends on – What? ______ } *SKIP to 45a* 4 ☐ No } *SKIP to 45a* 5 ☐ Don't know } *SKIP to 45a*
b. When do you intend to start looking for work?	**b.** Month ______
c. What kind of work do you think you will look for?	**c.** ☐☐☐ ______
d. What will you do to find work?	**d.** 1 ☐ Check with school employment service (or counselor) 2 ☐ Check with state employment agency 3 ☐ Check with private employment agency 4 ☐ Check directly with employer 5 ☐ Place or answer newspaper ads 6 ☐ Check with friends or relatives 7 ☐ Other – *Specify* ______
45a. Why would you say that you are not looking for work at this time?	**45a.** 1 ☐ School 2 ☐ Personal, family 3 ☐ Health reasons 4 ☐ Waiting to be called into military service 5 ☐ Believes no work available 6 ☐ Does not want to work at this time of year 7 ☐ Other or no reason
b. If you were offered a job by some employer in THIS AREA, do you think you would take it? Respondent's comments: ______	**b.** 1 ☐ Yes } *ASK c – e* 2 ☐ It depends – On what? ______ } *ASK c – e* 3 ☐ No – Why not? ______ *SKIP to Section IV, Page 15*
c. How many hours per week would you be willing to work?	**c.** ×☐ 1 ☐ 1 – 4 2 ☐ 5 – 14 3 ☐ 15 – 24 4 ☐ 25 – 34 5 ☐ 35 – 40 6 ☐ 41 – 48 7 ☐ 49 or more
d. What kind of work would it have to be?	**d.** ☐☐☐ ______
e. What would the wage or salary have to be?	**e.** $______ per: 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ______ *SKIP to Section IV, Page 15*

III. WORK EXPERIENCE AND ATTITUDES – *Continued*

46a. What type of work are you looking for?	**46a.** ____________
b. What would the wage or salary have to be for you to be willing to take it?	**b.** $________ per: 1 ☐ Hour 2 ☐ Day 3 ☐ Week 4 ☐ Biweekly 5 ☐ Month 6 ☐ Year 7 ☐ Other – *Specify* ____________
c. As far as you are concerned, are there any restrictions on where the job should be located? Respondent's comments: ____________	**c.** 1 ☐ Yes – What? ____________ 2 ☐ No – *SKIP to Section IV, Page 15*
CHECK ITEM P	Respondent currently is in Labor Force Group A: 1 ☐ Was in Labor Force Group B last year *(Item 77R on Information Sheet) – SKIP to Check Item Q* 2 ☐ Was in Labor Force Group C last year *(Item 77R on Information Sheet) – ASK 47* 3 ☐ All others – *SKIP to Check Item R*
47. When we interviewed you last year, you were not looking for work. What made you decide to take a job?	**47.** 1 ☐ Recovered from illness 2 ☐ Bored 3 ☐ Completed education 4 ☐ Needed money ☐ Other – *Specify* ____________
CHECK ITEM Q	1 ☐ Respondent is enrolled in school this year } *SKIP to Section IV, Page 15* 2 ☐ All others – *ASK 48*
48. How do you feel about the job you have now. Do you – Respondent's comments: ____________	**48.** 1 ☐ like it very much? 2 ☐ like it fairly well? 3 ☐ dislike it somewhat? 4 ☐ dislike it very much?
49. What are the things you like best about your job?	**49.** 1 ____________ 2 ____________ 3 ____________
50. What are the things about your job that you don't like so well?	1 ____________ 2 ____________ 3 ____________

III. WORK EXPERIENCE AND ATTITUDES – Continued

51. Suppose someone IN THIS AREA offered you a job in the same line of work you're in now. How much would the new job have to pay for you to be willing to take it? *(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)* Respondent's comments: ____________________ ____________________	**51.** $________ per: 1 ☐ Hour 5 ☐ Month 2 ☐ Day 6 ☐ Year 3 ☐ Week 7 ☐ Other–*Specify* 4 ☐ Biweekly ____________ ☐ I wouldn't take it at any conceivable pay ☐ I would take a steady job at same or less pay ☐ Would accept job; don't know specific amount
52. What if this job were IN SOME OTHER PART OF THE COUNTRY – how much would it have to pay in order for you to be willing to take it? *(If amount given per hour, record dollars and cents. Otherwise, round to the nearest dollar.)* Respondent's comments: ____________________ ____________________ ____________________	**52.** $________ per: 1 ☐ Hour 5 ☐ Month 2 ☐ Day 6 ☐ Year 3 ☐ Week 7 ☐ Other–*Specify* 4 ☐ Biweekly ____________ ☐ I wouldn't take it at any conceivable pay ☐ I would take a steady job at same or less pay ☐ Would accept job; don't know specific amount ☐ Depends on location, cost of living *SKIP to Section IV, Page 15*
CHECK ITEM R	1 ☐ Respondent is enrolled in school this year – *SKIP to Section IV, Page 15* × ☐ 2 ☐ Respondent is not in school and: 3 ☐ Works for a different employer from 1966 *(Items 78R on Information Sheet and 31a of this questionnaire differ)* } *ASK 53a* 4 ☐ Works for the same employer as in 1966 – *SKIP to 53b*
53a. How do you feel about the job you have now. Do you – Respondent's comments: ____________________ ____________________	**53a.** × ☐ 1 ☐ like it very much? 2 ☐ like it fairly well? 3 ☐ dislike it somewhat? 4 ☐ dislike it very much?
b. Would you say you like your present job more, less, or about the same as (the job you held) last year?	**b.** 1 ☐ More } *ASK c* 2 ☐ Less } *ASK c* 3 ☐ Same – *SKIP to Section IV, Page 15*
c. What would you say is the main reason that you like your present job (more, less)?	**c.** ____________________

Notes

IV. FUTURE JOB PLANS

54. Now I would like to talk to you about your future job plans. What kind of work would you like to be doing when you are 30 years old?	**54.** ☐☐☐ ____________________ ____________________ ____________________ o ☐ Same as present job v ☐ Don't know

CHECK ITEM 5

1 ☐ Respondent's future job plans are the same as 1966 *(Entries in 54 and Item 79R on the Information Sheet are the same)* } *SKIP to Section V, Page 16*

2 ☐ Respondent's future job plans differ from 1966 *(Entries in 54 and Item 79R of Information Sheet differ)* } *ASK 55*

55. Last year when we talked to you, you said you thought that you'd like to be *(entry in Item 79R of Information Sheet).* Why would you say you have changed your plans?	**55.** ____________________ ____________________ ____________________ ____________________

Notes

V. ASSETS AND INCOME

56a. So far as your overall financial position is concerned, would you say you are better off, about the same, or worse off now than you were when we interviewed you last year?	**56a.** 1 ☐ Same – *SKIP to Check Item T* 2 ☐ Better off } 3 ☐ Worse off } *ASK b*
b. In what ways are you (better, worse) off?	**b.** ______________________

CHECK ITEM T	× ☐ Respondent is NOT head of household – *SKIP to 58a* 1 ☐ Respondent is head of household – *ASK 57a*

57a. In the last 12 months, did you (or your wife) receive financial assistance from any of your relatives?	**57a.** 1 ☐ Yes – *ASK b–c* 2 ☐ No – *SKIP to 58a*
b. From whom?	**b.** ______________________
c. How much did you receive?	**c.** 1 $______________

Now I would like to ask a few questions about your income in the last 12 months.	Respondent:	Wife: × ☐ Not married
58a. How much did you (and your wife) receive from wages, salary, commissions, or tips from all jobs, before deductions for taxes or anything else?	**58a.** ______________ 2 $ ______________ 0 ☐ None	______________ 3 $ ______________ 0 ☐ None
b. Did you (and your wife) receive any income from working on your own or in your own business or farm? $__________less $__________= _ _ _ _ _ _ _ (Gross Income) (Expenses) (Net Income)	**b.** 1 ☐ Yes – How much? 4 $ ______________ 2 ☐ No	1 ☐ Yes – How much? 5 $ ______________ 2 ☐ No
c. Did you (or your wife) receive any unemployment compensation?	**c.** 1 ☐ Yes (1) How many weeks? ______________ (2) How much? 6 $______________ 2 ☐ No	1 ☐ Yes (1) How many weeks? ______________ (2) How much? 7 $ ______________ 2 ☐ No
d. Did you (or your wife) receive any other income, such as rental income, interest or dividends, income as a result of disability or illness, etc.?	**d.** 1 ☐ Yes – How much? 8 $ ______________ 2 ☐ No	1 ☐ Yes – How much? 9 $ ______________ 2 ☐ No

CHECK ITEM U	1 ☐ Respondent (and wife) lives alone – *SKIP to 59b* 2 ☐ All others – *ASK 59a (If two or more RELATED respondents in household, ask 59a – b only once, and transcribe answers from the first to the other questionnaires.)*

59a. In the past 12 months, what was the total income of ALL family members living here? *(Show flashcard)*	**59a.** 01 ☐ Under $1,000 02 ☐ $1,000 – $1,999 03 ☐ 2,000 – 2,999 04 ☐ 3,000 – 3,999 05 ☐ 4,000 – 4,999 06 ☐ 5,000 – 5,999	07 ☐ $6,000 – $7,499 08 ☐ 7,500 – 9,999 09 ☐ 10,000 – 14,999 10 ☐ 15,000 – 24,999 11 ☐ 25,000 and over
b. Did anyone in this family receive any welfare or public assistance in the last 12 months?	**b.** 1 ☐ Yes 2 ☐ No	

VI. FAMILY BACKGROUND

1 ☐ Respondent lives with parents – *SKIP to Check Item V*	
60a. How many persons, not counting yourself (or your wife), are dependent upon you for at least one-half of their support?	**60a.** Number ________ – *ASK b* 0 ☐ None – *SKIP to Check Item V*
b. Do any of these dependents live somewhere else other than here at home with you?	**b.** 1 ☐ Yes – How many? ________ – *ASK c* 2 ☐ No – *SKIP to Check Item V*
c. What is their relationship to you?	**c.** ☐ ________
CHECK ITEM V	*(Refer to name and address label on cover page)* 1 ☐ Respondent lives in same area (SMSA or county) as in 1966 – *SKIP to 63a* 2 ☐ Respondent lives in different area (SMSA or county) than in 1966 – *ASK 61a*
61a. When we interviewed you last year you were living in *(City in address on cover page)*. How many miles from here was that?	**61a.** Miles ________
b. How did you happen to move here?	**b.** ________
1 ☐ Respondent currently in school – *SKIP to 63a*	
62a. Did you have a job lined up here at the time you moved?	**62a.** 1 ☐ Yes, different job } *SKIP to 63a* 2 ☐ Yes, same job } *SKIP to 63a* 3 ☐ Yes, transfer } *SKIP to 63a* 4 ☐ No – *ASK b*
b. How many weeks did you look before you found work?	**b.** Number ________ 0 ☐ Still haven't found work
63a. What is your present draft classification?	**63a.** ________
b. *(If 1-Y or 4-F)* Why were you rejected?	**b.** 1 ☐ Failed both physical and written test 2 ☐ Failed physical test 3 ☐ Failed written test 4 ☐ Not accepted for other reasons 5 ☐ Don't know reason

Notes

VI. FAMILY BACKGROUND – Continued

CHECK ITEM W	1 ☐ Father lives in household 2 ☐ Father deceased } *SKIP to Check Item X* 3 ☐ Other – *ASK 64a*
64a. During the past 12 months, in about how many weeks did your father work either full time or part time (not counting work around the house)?	**64a.** Weeks ____________ 0 ☐ Did not work V ☐ Don't know } *SKIP to Check Item X*
b. Did your father usually work full time or part time?	**b.** 1 ☐ Full time 2 ☐ Part time
c. What kind of work was he doing? *(If more than one, record the one worked at longest.)*	**c.** ☐☐☐ ____________
CHECK ITEM X	1 ☐ Mother lives in household 2 ☐ Mother deceased } *SKIP to 66* 3 ☐ Other – *ASK 65a*
65a. Did your mother work at all during the past 12 months?	**65a.** 1 ☐ Yes – *ASK b* 2 ☐ No – *SKIP to 66* 3 ☐ Don't know – *SKIP to 66*
b. How many weeks did she work?	**b.** Weeks ____________
c. Did your mother usually work full time or part time?	**c.** 1 ☐ Full time 2 ☐ Part time
d. What kind of work was she doing? *(If more than one, record the one worked at longest.)*	**d.** ☐☐☐ ____________

Notes

INFORMATION SHEET – DATA FROM INITIAL INTERVIEW WITH MALES 14 – 24

1967 Questionnaire Item Number	Entry on 1966 Questionnaire
75R. Check Item A Check Item B Check Item C Check Item D Check Item E 17a	**75R.** Whether Respondent was attending or enrolled in school: ☐ Yes ☐ No Grade Respondent was attending OR Highest year of regular school completed: ☐ None 0 ☐ Elem 1 2 3 4 5 6 7 8 ☐ High 1 2 3 4 ☐ College 1 2 3 4 5 6 7+
76R. Check Items F, G Item 24	**76R.** Respondent's educational goal: ☐ Not asked educational goal ☐ Less than high school ☐ High 1 2 3 4 ☐ College 2 4 6 7+ College respondent wanted to attend: ______________________________
77R. 30 (second box) Check Item L Check Item P	**77R.** Respondent's labor force status: ☐ Unable to work ☐ Labor Force Group A ☐ Labor Force Group B ☐ Labor Force Group C
78R. Check Item K 37a, 37c, 38b, Check Item R	**78R.** Name of employer ______________________ Kind of work ______________________
79R. Check Item S 55	**79R.** Kind of work desired at age 30: *(If said same as present job, specify occupation.)* ______________________________ ______________________________
80R. 74	**80R.** Names and addresses of persons who will always know where Respondent can be reached: 1. ____________________________ ______________________________ ______________________________ 2. ____________________________ ______________________________ ______________________________
	81R. Month of interview last year __________

Now I have a few questions about the education and work experience of the other family members living here.

				Persons 6–24 years old			Persons 14 years old and over		
								If person worked at all in last 12 months	
Line number	**NAME** List below all persons living here who are related to respondent. Enter the line number from the Household Record Card in column 66.	**RELATIONSHIP TO RESPONDENT** *(Example; wife, son, father, brother, etc.).*	**AGE** *As of October 1, 1967*	**Is . . . attending or enrolled in school?** *Circle Y – Yes N – No*	**If "Yes" – What grade (year)?** **If "No" – What is the highest grade (year) . . . ever attended?**	**Did . . . finish this grade (year)?**	**In the past 12 months, how many weeks did . . . work either full-or part-time (not counting work around the house)?**	**In the weeks that . . . worked, how many hours did . . . usually work per week?**	**What kind of work was . . . doing in the past 12 months?** *(If more than one, record the longest)*
66	67a	67b	67c	68	69	70	71	72	73
		Respondent							
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			
				Y N		Y N			

74. Last year you mentioned *(read names from item 80R on Information Sheet)* **as persons who will always know where you can be reached even if you move away. Is this still true?** *(If so, verify the addresses and telephone numbers and enter below. If not, enter information about other persons who will know the respondent's whereabouts.)*

Name	Relationship to respondent	Address (Number, street, city, State, ZIP code)	Telephone number
1.			
2.			

U. S. GOVERNMENT PRINTING OFFICE : 1967 O - 276-103